

Break

Going in to trade

More publishers' lunch than a press conference was held at the DES this week...

Adrian Blatow is principal of Chester College of Further Education...

While it was about it, the DES was also pushing copies of the first IIMI paper...

Mr Onkes was talking somewhat ruefully of the battles about reform...

Poker faced

In the education section of the Labour Party local government conference...

not flinch from sat among them, maker-facual. Tom Taylor, former black-hunter-councillor...



"Never mind me, Sodge. Why don't you retire and give someone younger a chance?"

Television plays a part in creating this new and nasty phenomenon, Marlard thinks...

Today's troublemaker is likely to have been a troublemaker since the age of six or seven...

The way to deal with the trouble-makers is, first of all, to keep better records...

The new-style aggro is every bit as bad as the old-fashioned variety...

Carry on Electra

A special lesson for the longest way of saying "no" goes to the educationist...

"I indeed respect your expressed opinion with regard to a solution, but she could not be admitted to help..."

"The following bit of effusiveness explains the election of Rector (by a very substantial majority) of Mr Magnus Magnusson..."

"At the suggestion of the principal, the Rector decided to exercise his right to set up a tribunal..."

This tribute is of course a swipe at the rectorial tenure of Supremacy's two predecessors...

"I am obliged to you for your letter regarding... who is undoubtedly a very severe behavioural problem..."

"I do not for a moment condone her misbehaviour, but if it can help those who are disconcerted by her continued nonconformity..."

Sir Hugh had better not get too

which motivates her infantile abuse and disregard of her teachers' intentions is due to her very poor self-image.

"Therefore, if she were to be removed from your school, it would prove her assured therapeutic advantages..."

"I indeed respect your expressed opinion with regard to a solution, but she could not be admitted to help..."

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looked on the Magnusson Good Humour, Firmness and Competence since his Rectorial tenure...

Baby grows up

The continuing mathematics started nine years ago in a flush of enthusiasm for the report and its recommendations...

The baby was born in the at enthusiasm for individual being assisted by the latest in visual techniques...

Each unit covers one topic, for example, mean and standard deviation in statistics...

Spreading the word is now in the hands of the Schools Council...

Their reports were not remarkable for any theories and certainly did not provide such emphatic support from the authorial text.

The principal, Sir Hugh Huslin, a former vice-chancellor of the Committee of Vice-Chancellors...

Sir Hugh had better not get too



As usual

Independent schools - the hidden subsidy

Nearly half the education authorities in England and Wales are still taking up a substantial number of places at independent schools...

Our survey shows that 46 authorities are big spenders on independent school places, 39 take no places at all...

For each of the 46 big spenders, the average bill this year will be £500,000...

Top of the league is Lancashire which this year is paying just under £3m for a total of 6,275 places...

Nearly three quarters of the 46 I.e.s.s. said they could cater for at least some of the pupils inside the maintained sector...

Taking the last intake, in September, 1976, each of the 46 authorities placed an average of 117 boys and girls...

The survey also reveals that four-fifths of the big spenders are Conservative-controlled authorities...

Seven of the eight "rebel" authorities who two years ago told the Government they had no intention of going fully comprehensive...

Buckinghamshire is not

Inspectors wade into mixed ability

Modern language, mathematics and science teaching in many schools are criticised by Mrs Shirley Williams...

The report, which is intended as a background to the education debate, will be made public today at the first regional education conference...

In all three subjects mixed ability teaching is blamed as one of the causes of poor achievement...

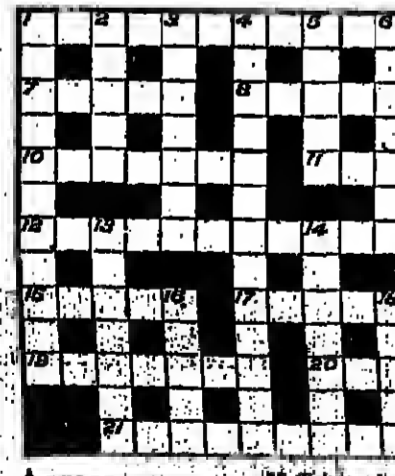
The inspectors also condemn individualized learning, schools which plan for either traditional maths or modern to the exclusion of the other...

In science the IIMs are convinced that schools could do better by having a unified programme...

In a letter accompanying the report, Miss Sheila Brown, chief IIMI, acknowledges the good work...

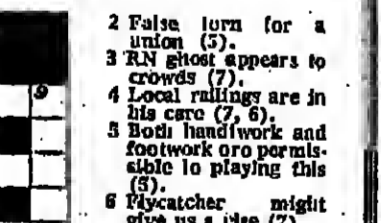
continued on page 3

Crossword No 1,072



Across: 1 Naturally the opposite of a cyclops (5, 6), 7 No doubt he's a bit (5), 8 Making a corner in (4, 5), 9 F N D in brief (7), 10 Notable grouping (5), 11 Political environment of Dost (5, 3, 5), 12 African headwear (5).

Maths teasers



It is obvious that a circle can be drawn through the four corners of any square, with its centre at the point where the two diagonals meet...

Preliminary questions: (1) How many lines of symmetry has this black and white pattern? (2) What is the number of straight lines in the drawing that will pass through the centre of all the black squares? (3) What fraction of the whole square is occupied by black squares? Is this fraction more or less than 1/4, 2/7, 3/11? Which of these is the closest approximation?

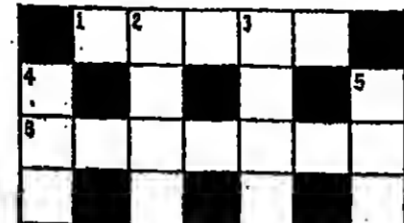
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CROSSWORD



Across: 1. Euclid assumed that it had no end but no magnitude, 6. The King and I when made up to please than Mr Anthony Crosland, 7. Everest is in its class, 8. The basis of calculation concerned with peace and cooperation.

Down: 2. A regular polygon whose area is (2+2/2) times the square of its side, 3. Treatment often given to the remnants of the second order, 4. An atchless dimension, 5. It can be established mathematically only by logical proof.

Next week

Books: Ivor Crewe discusses two new studies of Marxism...

TES Feb 19: Winter sports

Anthony Crosland: education minister who shaped a decade's development

Minister of Education since the end of the Second World War brought a better approach to the Department of Education and Science than Mr Anthony Crosland...

Mr Crosland's great contribution when he was Secretary of State for Education between 1956 and 1967 was to encourage the national discussion of policy within the framework of the prior objectives which his philosophy demanded...

On from the basics

Virginia Makins continues her survey of developments in junior schools pages 23-25

Still in shadow

Bernard Davlos writes about the elusive nature of the youth service page 26

Year of disaster?

Kent's chief education officer urges the DES to reverse its policy of college closures while there is still time page 13

Extra: Winter sports

Leaders, 2 personal columns, Gerry Fowler, 4 foreign news, 18, 19, sport, 16; Irish Diary, 17; letters, Open University, 20-22; features, 23-26; books, Ivor Crewe reviews two studies of Marxism; history, education, children's literature, biology textbooks, 27-31; resources, selected instrument reviews, communications group now materials, 32-33; Talkback, reading, fiction, 34; arts reviews, cinema, theatre, television programmes for general studies and the very young, documentaries at the National Film Theatre, 70-71; crossword, bridge, Break, 72.

Classified ad index

39

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The reputation built up by Salter Scales for easy-to-read accuracy, beautiful finish and reliability place them in a class apart.

Form for Salter scales information, including fields for Name, Company, and Address.

Parliament by Alan Wood

Hint of cash incentives for industry students

Industrial scholarships to enable 'especially able students' to take specific courses in engineering and technological subjects are being considered by the Government.

When to quit-by Mrs Williams

Teachers who thought they had chosen the wrong career would be well advised to consider a change, said Mrs Shirley Williams in the House of Commons on Tuesday.

Retraining in shortage subjects

The DES is to ask some institutions to provide one-year teacher retraining courses in mathematics, science and technology.

Mr Norman St John-Stevens, chief Opposition spokesman on education, pressed for an inquiry on the grave shortage of teachers in religious education.

Minibus bill moves ahead

A private member's Bill which will help schools and youth organizations who use minibuses has received an unopposed second reading with Government support.

Lords drop plan to fine truants' parents £200

A plan to fine parents of persistent truants up to £200 was dropped in the House of Lords last week.

The Earl of Mansfield, who wanted the fine stepped up to £200, said he was assured that there were cases of persistent truancy where the child apparently earned a very good living by undertaking some form of employment when he should be at school.

For the Government, Lord Harris of Greenwich said that apart from any other consideration there was the point that on a third or subsequent conviction there was available to the court the other possible sanction of one month's imprisonment.



Graham Wallace, a student at Monkwearmouth College of Further Education, Sunderland, in the college's glass centre which opened last week.

Parents ask Minister to replace village school headmistress

Parents of children at an Oxfordshire primary school have asked Mrs Shirley Williams, the Education Secretary, to replace the school's headmistress.

Dr J. J. Harding, one of the parents, said last week that the county education department had known about the situation at the school for many years but had done nothing effective about it.

Parents, he said, had taken legal advice and were contemplating bringing a writ against the local authority alleging a failure to perform its statutory duty to provide efficient and suitable education.

£100,000 for lessons on Third World

The Government will be giving more than £100,000 to education about developing countries in 1977-78, Mr John Lintern, Under Secretary for Overseas Development, told Parliament last week.

Two surveys by Her Majesty's Inspectorate were under way. One is of secondary schools in urban areas which are having particular success in dealing with truancy or behaviour difficulties, and the second is of the special units which some local education authorities have set up to cater for truants and for disruptive pupils.

Parents, he said, had taken legal advice and were contemplating bringing a writ against the local authority alleging a failure to perform its statutory duty to provide efficient and suitable education.

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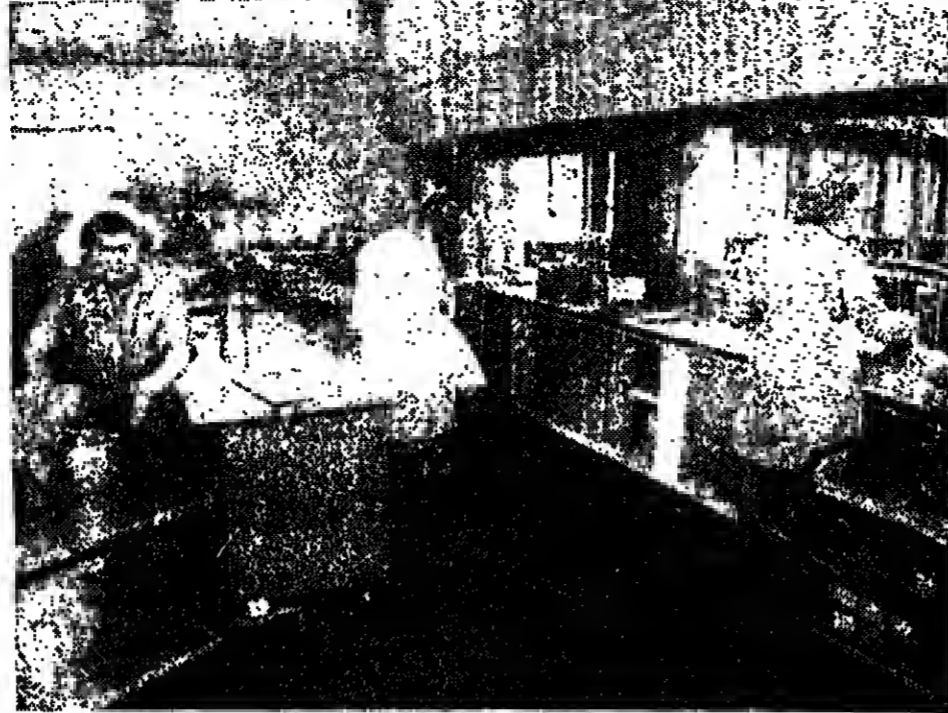
Tim Albert gets a behind-the-counter view of school meals



Slices of corned beef...



a stick for the custard...



They also serve . . .

"You'd better give us a good write-up", said Mrs White. "We're getting fed up with everybody knocking us . . ."

I was to spend the day looking at life on the other side of the serving hatch, and Mrs White, a smart, silver-haired little lady of 58, wearing white overalls and a little white cap, was welcoming me into her domain.

She is the supervisor of the Junior kitchen of the 1,400-pupil Northolt High School, which accounts for one small part of the £2.8m which the London borough of Ealing spends every year on school meals—nearly a tenth of its total education budget of £33m.

"Whenever you open the paper you find that school meals are being got at", said Mrs White. "I don't think that's fair. We are doing an important job: a lot of the children leave home at 7.30 in the morning and bring down a good hot meal as a marvellous service. People are always wanting to cut down here and cut down there, but I can't see what they can do in here . . ."

For Mrs White the day starts at 7 o'clock, when she opens up the kitchens. They were built in the early 1950s, have a capacity for 750 meals—but were usually run on about 180 meals for the school, and 200 for mid people's dining clubs under a break-even contract with the social services department.

With its hospital-green walls and tiled surfaces, rather elderly gas cookers and mixer standing alongside more modern fryer and vegetable boilers, it looks a hard-worked place—though spotlessly clean. There's a fleet old box and a fire blanket, and behind the door in the lavatories not one, but two, exhortations to "Now Wash Your Hands".

The cookery on an assistant also arrive at 7 o'clock—the first of a total staff of 14, each of whom is paid a little over £4 an hour. The two menus for the day have been decided at the beginning of the month, and the ingredients—ordered through the Greater London Council—delivered and in some cases weighed out: 41lb of flour, 18lb of margarine . . . 28lb of jelly crystals . . . 21lb of potatoes . . . 40lb of baked beans . . . seven gallons of ice cream . . .

The first task of the day is to start cooking the 80lb of meat for the steak pie, and the 50lb of sausages. At eight another assistant drives to start on the vegetables, and at nine another three start work. By ten, when the staff stop for a break and a snack, everything is bubbling or baking.

By 11 o'clock the meals for the luncheon clubs have been completed, packed into special containers, and collected by their special driver. The finishing touches are put to the

rest of the food, and the staff take half an hour for lunch which, as part of the nationally agreed conditions of service, they are allowed to have free.

There are 15 staff today, some of them coming in just for an hour or two over the busiest period.

By 12.25 it is action stations, and the first of the hungry children come in in the rush. The meals are run on the cafeteria system, with two supervisory assistants at the front controlling the flow of pupils. "They run get tricky", said the assistant. "But we do our best to fulfil ourselves with the thought that for each one there's a loving mother . . ."

There are two batches: one for steak-pie, carrots, mashed potatoes, jelly and licorice; the other for sausages, onions, haked beans, chips, apple-and-pineapple pie and ruffies.

Mrs White and the cook control the stout dishes, others serve the rest of the food, or else are on duties, such as "running" or "washing up". The heat builds up in the servery, but the staff don't open any windows in case the food gets too cold.

A number of teachers come in, with only a handful paying the 42p for their meal. The others are on some sort of duties, such as running a club or paralling a corridor, and so are entitled to a free lunch.

"Yes, I do wonder whether meals should be served at all", she confesses. "In some countries every child brings his own packed lunch. When you are trying to save money everywhere, I think dinners are an obvious target . . ."

"If you really want to save money", disagrees a colleague, "then get rid of those 16-year-olds who don't want to be here anyway. Or get them to serve the meals . . ."

By 1.30 it is all over but the cleaning up. The containers come in from the lunch clubs, some of the staff start counting out the ingredients for tomorrow, and Mrs White says it's been a typical day. At about 2.50 they have all gone home.

Was it all worth it? I ask the headmistress Mrs B. Z. Brown. "It would be impossible for all the children to go home", she says. "If they stay here at least I know they are safe and sound, and not trailing round shops getting into mischief."

"But if people want school meals, they'll have to pay for them. If people want their children to have a good education, they'll have to pay for that as well. But I do think the school meals are good value—and I think most mothers agree."

Pictures by Ric Gemmell

Judge sides with boy who went unwillingly to school

Parents get verdict in all-in fight

A Bedfordshire couple who refused to send their 12-year-old son to a comprehensive school won a legal battle last week to prevent the boy being returned to a council home.

Lord Widgery, the Lord Chief Justice, and Mr Justice Parker, dismissed an appeal by Bedfordshire County Council against Bedford Crown Court's decision last June to revoke an order committing the boy to the care of his parents.

In September, 1975, the parents had refused to send their son to a comprehensive and kept him at home. In May, 1976, the juvenile court made an order putting him into care. After spending three weeks in a council home, the boy returned to his parents for half-term and they kept him at home, pending an appeal against the juvenile court's decision. The Crown Court supported the parents, and the county council then appealed.

Giving judgment in the Queen's Bench Divisional Court last week Mr Justice Parker said the Crown Court had interpreted the law too narrowly. But, said the judge, the Crown Court had been entitled to decide not to approve the child a second time, in favour of him to live in a council home and go unwillingly to school.

Had there been evidence that the boy was happy and content in the council's home and was willing to return to the council's care, the judge said, the court would have considered the welfare of the child as being "involuntarily" being "escorted daily to school" and being "unable" to reside in the home during weekdays.

The court also referred to his being "heavily opposed" from his home and said that must be a significant experience for any child. In the absence of positive evidence that the removal from a good home was not harmful, the court was well entitled to reach the conclusion that it was.

In the end of the summer of 1975 the boy was receiving appropriate full-time education at a private school at his parents' expense.

The parents had opposed comprehensive education in respect of their two older children. In 1972 the father had been fined for non-compliance with a school attendance order then made in respect of them and had subsequently been imprisoned for non-payment of the fine. Care orders were also made at that time, but they were later discharged when a private tutor offered to pay for the children's education at an independent school.

A school attendance order was made in respect of the boy, but it was not complied with. That was due solely to the parents' objection to the fact that the school named in the order was a comprehensive school. They had visited it and had no fault to find with it from an educational point of view. The court invoked the power to proceed directly before a juvenile court for a care order.

The boy was granted and he was taken from his home and placed in a council home. From May 3 to May 28 the boy resided in the home and was daily escorted to a comprehensive school. On May 28 he went to stay with his parents for half-term.

When the matter came before the Crown Court on June 21 the boy had had only some three weeks' schooling since the end of the previous summer.

In a dissenting judgment Mr Justice Parker said he would have allowed the appeal. There was not the faintest suggestion that the boy had suffered as a result of the order and in finding that he had been unhappy at the comprehensive school.

"The truth of the matter may well be that it was a relief for the boy, during the weekdays, to be with schoolchildren of his own age, leading a normal existence for a boy of 12 and insulated from his parents' particular obsession concerning comprehensive education," he said.

Nalگو threat to training scheme

Local government's equivalent of the work experience scheme, a plan to train clerks for industry, is likely to be blocked in some places.

The Clerical Training Awards scheme announced last week is intended to give up to 2,500 unemployed school and college leavers a paid 10-months' training in clerical work. Although they will train in council offices, the aim is to prepare them for jobs outside local government in industry, business and the nationalized industries.

The scheme will be financed by the Training Services Agency which will provide £17 a week awards for

the trainees. It will be administered centrally through the Local Government Training Board, but the responsibility for recruiting candidates and training them will go to the participating local authorities. The training board expects that the scheme will be operated mainly by councils which are education authorities and able to provide facilities for college studies.

Its current newsletter predicts that "there will be no shortage of goodwill . . . but in deciding whether to participate local authorities must obviously consider many factors". The news-

letter says the board will only sanction participation by authorities who have consulted their staff about the decision.

This week a senior official of the National Association of Local Government Officers said that not all authorities would get the necessary agreement from their staff. "It is up to the staff to decide locally. The situation in general is that our members are supporting the scheme in those places where the authority is doing its best to avoid redundancies, and refusing to cooperate with councils who have applied savage staff cuts."

The council, the members of which are appointed by the Secretary for Prices and Consumer Protection, also asks whether teachers should have their contracts renewed every three years. It wants governing bodies to have better-defined powers not only to appoint but to dismiss and replace staff.

Jobs crisis makes schools' task 10 times harder

Specific DHS grants to back orthodox education projects in cities, and a greater public say in how resources should be used, were two remedies for inner city problems suggested by Mr Gordon Oakes, Minister of State for Education and Science, at a conference in Bristol last week.

Money had been poured into services for people in deprived inner city areas, he said, but often few people used them. Planners, academics and administrators were not necessarily the best judges of what they wanted.

There should be more participation in decisions about resources, and more local and buildings owned by the education service—including universities and polytechnics—might be put at people's disposal.

The essential component of any policy was to attract employment back into cities. "I cannot tolerate a situation in which the task of the schools is made 10 times harder because 30 or 40 per cent of their pupils will have no jobs to go to when they leave. If we don't find the answer, we might as well kiss regeneration goodbye."

But a great deal could be done, in education, within existing resources—particularly using unorthodox approaches with pupils who felt "a strong disillusionment with all forms of education".

Specific grants, tied to agreed local purposes, might be one strategy to test. This idea would be criticized, but "it would sound very strange indeed if an agreed programme to rid the country of the worst blot on its landscape were to be described as an erosion of local democracy".

'Make HMIs independent'

Her Majesty's Inspectorate should be re-established as a publicly financed and completely independent body something like the Race Relations Commission or the Equal Opportunities Commission, say the National Consumer Council, in a contribution to the education debate yesterday.

The council, the members of which are appointed by the Secretary for Prices and Consumer Protection, also asks whether teachers should have their contracts renewed every three years. It wants governing bodies to have better-defined powers not only to appoint but to dismiss and replace staff.

"The call for a change in the role of the Inspectorate is simply the application of a consumerist principle," said Dr Eric Milvinter, NCC director of public affairs.

"The inspectors are appointed by the providing body and they report back to it. In other situations the consumer would laugh at such a notion from somebody so close to the system."

The NCC suggests that reports on schools could be made public and representative groups of parents or pupils should be able to request an inspection where there was cause for concern. A register of assessors could also be maintained in which governing bodies could turn for an independent assessment of a school.

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Senior vocational teacher Walter Röder, Göttingen
"For me as a vocational teacher, the didacta is just as important as for the factory instructor. The important thing for us is efficient teaching. There are always plenty of relevant suggestions at the didacta."

Funds sought for Cuban festival

The National Union of Students will provide office space for the British committee raising funds for a world festival of youth in Havana next year.

Previous festivals have been in Prague, Bucharest, Warsaw, Moscow, East Berlin, Sofia and Helsinki. The festival's slogan, "for anti-imperialist solidarity, peace and friendship", has already been rejected by the Government-funded British Youth Council which groups together scouts, guides, young farmers' clubs, church groups and political youth movements.



Learning how and what the future will teach.

Parents are happy, says survey

by Bert Lodge

Three parents in four think teachers have enough spare time on their hands in a day to be able to talk in them about their children, according to a Gallup survey published last week.

At the same time more than 80 per cent of parents are "very satisfied" or "fairly satisfied" with the education their children are getting.

The survey, covering a representative sample of 640 parents of school-age children, was commissioned by the National Consumer Council. It shows that more than 25 per cent of parents do not know whether their children's schools hold elections for parent-governors.

"We feel this is the most significant figure of all", said Dr Eric Midwinter, NCC director of public affairs. "On the finding that 39 per cent of parents do not know whether they are holding elections for parent-governors, he commented: 'This is a higher proportion than one can feel happy about.'

The results of the survey were published at the same time as the National Consumer Council launched its proposals for a code of practice between the providers of school education and the consumers—parents and pupils.

"What we would like is a more individual treatment for parents and pupils", said Dr Midwinter. Education was rarely looked at from the consumer's point of view.

The code calls for schools to adopt a principle of shared responsibility with parents for their children. "The principle of the right to withdraw is established with regard to religious education; it should also be possible for parents to express the wish that their child

will not, for example, be physically punished, even if such punishment is in use at the school."

The code also suggests that parents and pupils should be consulted when school rules are drawn up.

Dr Midwinter said the code was drawn up under the four traditional consumer principles of information, consultation, negotiation and representation. Information was the basic necessity before consumers could join in effective consultation.

But it would be difficult to find a school where it was the established practice to consult parents and acknowledge their individual difficulties are tremendous. Practical difficulties are tremendous.

Schools seemed to become fixed "in particular minds and were labelled 'traditional' or 'modern'. More flexibility was desirable. "Perhaps you want formal maths and informal English."

The code of practice was prepared by the council in association with the Advisory Centre for Education, the Confederation for the Advancement of State Education, the National Association of Governors and Managers and the National Union of School Students.

Forty-two per cent of the parents surveyed said they were very satisfied with the way in which their children were being educated, 44 per cent were fairly satisfied, 13 per cent not very satisfied, and 4 per cent very dissatisfied.

Sixty-eight per cent believed they were told enough about their children's progress and 28 per cent did not. But only 55 per cent said they were told enough about teaching methods used and choice of subjects offered. Thirty-nine per cent felt they were not told enough.

More than 80 per cent of the

parents thought it was very easy to see teachers whenever they wanted, 72 per cent felt free to go to a school without being invited. Sixty-four per cent thought they learnt something from a visit, and 79 per cent thought the teachers seemed pleased to see them.

In the question "I feel teachers have enough to do already without having to talk to parents?" 75 per cent said "No" and only 19 per cent "Yes."

Seventy-six per cent thought that teachers "definitely were interested in what you think about your children's education". The same percentage did not believe teachers would like to keep them out of school.

"I think we can say from the survey that a lot of parents seem well disposed towards teachers," said Dr Midwinter. "But getting down to the nitty-gritty there seem to be difficulties. Parents don't seem to be so well informed as they ought to be."

The survey repeated many of the questions put to parents in a similar survey confined to primary schools, carried out on behalf of the Powlton Committee in 1964-65.

Though the findings were broadly similar, Dr Midwinter said that in the mid-sixties it was the parents in professional and managerial occupations who were the most critical of their children's education. Now, the higher the economic group the more satisfied they seemed to be. The lower income groups were unimpeachably more critical.

"It could indicate a rising level of aspiration," he said.

Among the consent proposals for a code of practice to guide relations between the providers of the school education service and its consumers, NCC, 10p.



New buildings on a new site for Northampton School for Girls—Lady Falkender's old school—were opened by Mrs Shirley Williams, the Education Secretary, last week. She is pictured resting on a motor-bicycle used in vehicle maintenance lessons.

The red brick building designed as a community school on a 23-acre site overlooking the city, replaces the old girls' grammar school buildings in the city centre. The school will comprise 1000 pupils and will take nearly 4,000 sq ft from 13 to 18.

Mrs Williams said that girls should be given the choice of sending their daughters to an all-girl school or the three- sex system. She thought that students were better prepared for a move at 13 rather than 11.

650 more staff for Ulster

Teacher unions in Northern Ireland have welcomed the announcement by Lord Melchett, Minister of State, that he plans to sanction an extra 650 teaching posts in the 1977-78 school year.

Lord Melchett told students at Stranmillis College of Education, Belfast, that the Government had never given a guarantee that jobs would be available for all qualified teachers. On previous years the target was to have 18,650 in 1981, compared with the 18,350 now, leaving room for an increase of only 300.

"I have decided that we will achieve the best use of the human and financial resources available in us," he said, "by allowing greater growth in the teaching stock figure than we had been planning for. I therefore propose to push the planning figure for 1981 up to 19,200.

"In addition, because the successive reductions in teacher real-igning budgets which have been applied over the past few years have not

Minister orders probe into frozen vacancies

by Mark Jackson

The Department of Employment has begun an urgent inquiry into the staffing of the local authority careers service. Mr John Gilling, the parliamentary under secretary, has ordered the careers inspectors to find out quickly how many posts are being left unfilled.

Some authorities are freezing or delaying recruitment of unfilled vacancies in their careers departments as part of their cutback in education spending. Such action runs directly counter to the Government's policy of channelling extra resources into youth employment measures.

Any threat to the careers service is worrying to the Manpower Services Commission, which says it is relying heavily on cooperation from the careers service for the success of work experience and training schemes and, in some places, the job creation programme. Officials of the commission and its Training Services Agency have been impressed by the enthusiasm that most careers officers have shown in helping to implement the schemes and in developing local activities which supplement them: they want the careers departments to play a central role in the long-term youth employment policies now being worked out.

In this year's rate support grant settlement £20m was provided to local authorities for the careers service, an increase of about 3 per cent. The rate support grant White Paper spelled out that the money was to be used to maintain the service intact.

In addition, the Department of Employment has introduced, as part of the crisis package to combat youth unemployment, a direct grant to education authorities to enable them to employ additional careers staff. The £2m allocated is enough to provide an average of two extra staff per local authority.

Among the authorities which have unfilled vacancies that they have taken no steps to fill are Cumbria and Stockport. Cumbria has 21 vacancies in its establishment of 21 careers officers, to cover the county's three divisions. One of the posts has just become vacant, but the other has been empty since the autumn.

The deputy director of education, Mr T. Blake, says that the older vacancy posts just at the time when the county council was cutting back

recruitment generally, and it was likely to be advertised. As it happens there is currently number jobs in the staff a vacancy, about to be advertised, for a temporary careers officer, one of the extra appointments paid for by the Department of Employment.

Some of the vacancies are frozen or delayed recruitment. Mr Gilling claims that his department is not contravening the rate support grant guidelines in failing to fill two vacancies for careers officers and two for support staff.

The careers service establishment, which theoretically is one of the best in relation to the size of the school population among the Greater Manchester authorities and a good deal higher than the national average, should be regarded not as an ideal rather than a practical yardstick he suggests.

Mr Gilling says the council against the charge that it is using the extra post provided by the Department of Employment to reduce its own provision: the council had unfilled vacancies before the Department of Employment scheme was announced, he says. But almost at the same time as the announcement the council turned down a "policy option" to recruit another careers officer on semi-graphic grounds.

The Stockport careers service is still able to cover its essential task of placing school leavers.

Among the activities which have been cut back severely are visits to schools and careers conventions for pupils, and the attempts, currently being advanced by the Education Secretary and others, to encourage closer contacts between teachers and industry.

If the careers inspector's report suggests that careers work is direct grants—the provides results in strengthening the careers services overall, then it may decide that the only solution is to run it directly from the centre. The MSC would be the obvious body to take it over.

Parents in picket

Parents picketed Norfolk Eastern Area education offices of Yarmouth last week in protest at a move to close the village school at Alby because it has fewer than 30 on the roll. The education committee proposes to amalgamate Alby, which has 29 pupils, with Wherret school, which has 45.

Parents representing both schools joined the demonstration.

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Sport

Clamp down on karate fly-by-nights

by Stanley Levenson

The days of the shabby, unqualified prize instructors in combat sports, which attract many schoolchildren, are numbered.

The newly-created Martial Arts Commission, which replaces the British Karate Control Commission, aims to end the widespread exploitation of the public by instituting a system of licences and certificates of proficiency to establish the bona fides of instructors for local authorities and other bodies.

All the major organisations controlling karate, kendo, aikido, judo, the Korean martial art and jujitsu are members of the commission. Odd sport out is judo, not so much because it does not consider itself a martial art but because its amateur status might be in question if it became associated with mainly professional organisations.

Mr David Mitchell, secretary of the MAC, says the new licensing system and logo will allow education authorities and others to check for themselves the qualifications of coaches and instructors, who will also have to have certificates of competence.

The new controls will bite into the fly-by-night fringes. "There are a lot of frightened people about," says Mr Mitchell. "Two years ago it was estimated that about 10,000 schoolchildren had been attracted to the combat sports, largely influenced by the James Bond and Bruce Lee films and the Kungfu series on television."

At the time Mr Walter Winterbottom, the Sports Council director, attacked the go-rich-quick operators. The council issued a guide to local authorities which emphasized that municipally owned amenities should only be let to bodies affiliated to the law main karate and Kungfu associations.

The Martial Arts Commission takes all this a stage further by incorporating other martial sports and by its tight control system.

It has the backing of the Sports Council. Its chairman is a former retired police chief, Mr Sir Derrick Capron, and Mr Mitchell is himself a karate black belt—which seems a long way from being a botany graduate of the University of Wales.



Balanced: Eight-year-old Jim Evans, of the Cardiff Olympic and Imperial Youth Club gymnastics team.

Call to the seastruck

A life on the ocean wave, or a week or so at any rate, is the prize offered to school pupils in the "Answer the Call of the Sea" competition run by the Association of Sea Training Organisations with Coca-Cola.

Mr Robert Harland, public relations executive of Coca-Cola, prompts the obvious reaction. "Yes, of course, the competitors run a risk of seasickness. But the whole idea is to encourage young people to do a bit of research, a bit of study, into the subject, and it is our experience from previous years that this is what most of them do."

Other questions deal with other aspects of the sea, such as the Vikings.

Runners-up will be given fully illustrated books about sailing and all schools or clubs producing a winner will get a sailing book for their libraries.

Alongside the question is some background explaining how and why the Phoenicians became the first people to sail at night and out of sight of land.

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Cyclists flock from abroad

by Les Woodland

More overseas teams than ever before are on the line for this year's British International, prestige promotion of the English School Cycling Association.

Belgium is likely to be the newest addition, joining France, West Germany and the Netherlands, all of whom first came to the dirt-track race during the past two years.

Officials of the 10-year-old association are also waiting to hear if there will again be a team of four from the United States.

The last American team created more interest than they did impact on the race, but it returned would be welcome, especially as American officials now have the measure of the race.

The overseas teams will again meet their regular mixture of home national and regional teams, drawn from Scotland, All-Ireland, the Isle of Man and Wales, and regional English teams representing North, Midlands, South, and possibly East.

ESCA officials are reluctant to claim that theirs is the world's largest race for schoolboys, but many believe it is.

About 60 riders, 20 team officials and another 30 officials will live together for five days at the British holiday camp of Elly, North York-shire, over the jubilee bank holiday weekend in early June.

The strength of the overseas teams has still to be seen. In the past, Ireland and the Isle of Man have always had the edge, although the Germans nearly carried off the honours in 1975.

Last year's Dutch team, expected to be powerful in the road events, held for the first time within the holiday camp, frankly disappointed. But they, like the French, are certain to send a stronger team this year, and the home teams may see their superiority for the first time.

Top rowing job for Loughborough man

Richard Wall, now in his fourth year at Loughborough University, has been appointed a national coach by the Amateur Rowing Association. He will cover the North-East but will be based at the national rowing centre at Holme Pierrepont, Nottingham.

Mr Wall, a former international oarsman, gave up a career in insurance to get a diploma in Physical Education at Loughborough. He is now studying for a Physical Education degree.

Moves to defuse an election bomb

How to finance voluntary secondary schools is certain to be an issue in the Republic's forthcoming general election, in view of recent statements by organisations concerned with Roman Catholic secondary schools.

The organisations, who argue for parity of support between different types of schools, support their case by pointing out that expenditure per pupil is higher in the publicly financed vocational, community and comprehensive schools than in the secondary schools which are largely owned and run by religious interest.

They also say that the vocational schools, in particular, have a mere favourable pupil-teacher ratio than secondary schools—17.5:1 compared with 20:1—and that all their efforts to reduce this inequality have been fruitless.

Defenders of the public sector can point out that many costs in the vocational sector are much higher than in secondary schools. The vocational schools tend to provide more subject such as woodwork and metalwork which call for a high expenditure on equipment and materials.

Many secondary schools also operate a rough-hewn system of social selection, helping to create a situation in which the publicly run schools, which are statutorily barred from practising selection, have to deal with a higher than average number of entrants with problems calling for remedial attention.

Unlike most secondary schools, they also operate a wide range of evening courses, as well as assuming responsibility for large numbers of trade apprentices.

The Minister for Education, Mr Thomas Barry, has already moved to defuse the issue by announcing that the curriculum grants which normally go to individual CE schools in November—four months after the end of the school year to which they are related—will now be paid in advance. About 30 per cent will be paid before the end of the relevant school year.

In a move which aims at deflecting another important lobby, and which is also in accord with his own personal convictions—the Minister has announced a small increase in the central grant to schools which teach all or some of their subjects through the medium of the Irish language.

In spite of these ameliorative gestures, the issue of school financing will continue to be a major one in the campaign for the election—expected in Spring—another moment when the main Opposition party, Fianna Fail, has promised to remove local authority rates pay-

Irish diary



The church authorities who control the primary schools have made little secret of their displeasure at the prospect of any independent, nationwide parental organization. In fact they have succeeded in writing into the latest guidelines from the Department of Education stipulations to ensure that the parents who are members of these boards—elected members, as it happens—may not report back to the parents who elect them or be the investigating body of board proceedings in any way.

The tapes have finely gone up for one of the hardest-fought two-horse races this year—the competition for the general secretaryship of the powerful Irish National Teachers Organization, which organizes some 18,000 teachers, mostly at primary level, in both the Republic and Northern Ireland.

There are, in fact, three contenders, but it is widely accepted that the two front-runners are Mr Gerry Quigley, northern secretary of the union, and Mr Tom Gilmore, a Dublin teacher who is a member of the INTO executive.

Both are able organizers, although Mr Quigley has marginally more star quality and is able to point to the embarrassing differential between pupil-teacher ratios in the North's primary schools and in the Republic. He can also, presumably, call on a large measure of support from Northern members of the union; the election will be carried out by a postal ballot of all members.

Mr Gilmore, on the other hand, is well known and liked in Dublin, where there is also a considerable block of votes. He is thought by some members to be the favoured candidate for the outgoing general secretary, Senator Brogan has, naturally, maintained a studied neutrality on the issue.

The outcome of the contest may eventually turn on the attitudes of the provincial members of the organization, among whom the Cork group is probably the largest and strongest, and whose allegiance is not yet clear. The candidates—the third is a member of the INTO head office staff—may see the favour of the executive from issuing public statements during the election campaign, which will, therefore, be conducted on the basis of personal canvassing.

John Horgan

In brief

Music therapists unite
Professional music therapists in Great Britain have formed an association to protect their rights and promote standards. It proposes to issue a quarterly newsletter, to compile a list of situations vacant for music therapists to establish fair pay and conditions and help the further education of its members. Details from the secretary, 72 Springfield Road, King's Heath, Birmingham 14.

Sex education
A pamphlet which gives advice to the parents of handicapped children—Help your child to understand sex—has been published by the National Society for Mentally Handicapped Children. Written by Victoria Sheenan, the pamphlet costs 30p and is available from the society at Pombriidge Hall, 17 Bembridge Square, London W2.

Award for design teaching
The fourth Burton Award, now open to teachers of design as well as teachers of other subjects, has been announced by the Royal Society of Arts. Details from the Royal Society of Arts, John Adam Street, London WC2.

Police get gardeners
Nineteen unemployed teenagers are being taken on for work by the Suffolk police as clerical workers and gardeners under a £2,000 Government employment scheme.

for associate directors of up to £2,500. Details from Drama Office, Arts Council, 105 Piccadilly, London W1.

Introducing you to APU
The first of a series of leaflets about the Assessment of Performance Unit has been published by the DES. Colled APU—an Introduction, the leaflet explains why the unit was set up, how it works and what it does. Copies free from the DES, Room 1/27, Elizabeth House, York Road, London SE1.

People
Mr John H. Williams, vice-principal of Southall College of Technology, is to be principal of Eastbourne College of Further Education.

Schools
Mrs Betty Little, deputy head of Willgrove Infants' School, Didsbury, is to be head of St Mark's Infant School, Highcliffe, Dorset, from April.

Universities
Professor Trevor Angus Williams, head of the biological sciences department at Natal University, Durban, is to be professor of biology at Salford University.

Professor Norman Henry March, professor of theoretical physics at the University of Southampton, is to be professor of theoretical physics at the University of Oxford.

Bursaries for directors
The Arts Council will be giving a number of bursaries in 1977-78 to trainee directors and directors who have been directors for less than a year. There will be 10 bursaries of up to £1,000 and up to four bursaries

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We students can cope with this 'bias'...

Sir—I read Professor Gould's article with interest and growing indignation. As an open university student beginning my third year of studies I would not dream of taking issue with Professor Gould on an academic basis, particularly since I have not seen the course units for E202. But there are several points on which I would take a stand.

I should like to point out that those of us who, for whatever reason, have not trodden all the other roads to university education are likely to be of more mature age, at least, than the majority of undergraduates who are admitted to the more usual roads to conventional university entrance. It may not follow automatically, but again, it is more likely that we have therefore a wider experience of life, and of social/cultural issues, and are not likely to swallow whole and undigested, any viewpoint.

Further, most everything with a Marxist label be condemned? Is there no good thing that can come out of such a debate? And is it not possible to agree with some of the propositions which Marx puts forward, and reject others? Is this not what education is all about—to train the minds of students to be critically selective? To recognize "propaganda" if it is presented to them?

I am rather tired of reading about the anxiety of unquestionably experienced academics over the "bias" of Open University courses. I quote from the Open University social science foundation course, D101—the set-essay article by Daniel Katz: "The most general statement that can be made about the conditions conducive to attitude change is that the expression of the old attitude... no longer gives satisfaction to its related need state... and the individual feels blocked or frustrated."

If the Open University students taking E202 feel blocked or frustrated by its "central over-riding theme... of hostility to capitalism, let them exercise their intellectual energies and digress, logically, critically and with supporting evidence, in their TMA's (Tutor Marked Assignment). They will probably end up with A grades.

Ms JOAN GOODIE, 15 Sheepcote Court, Kings Norton, Birmingham.

Open and honest

I might remind Professor Gould that it is not known what other universities may be teaching, while the Open University sells its wares on the open market. It would be folly for it to draw any line on any way and absolute folly for anybody to believe that this is so, especially when they base it on such slender evidence as Professor Gould does, on the course is not completely written.

Mr BARLOW, 2 Claremont Gardens, Bingley.

Refusing to duck our intellectual responsibilities

Sir—Had the Open University "Schooling and Society" course slipped Marxism in, Professor Gould might have been justified in taking up his cudgel. The very openness with which the course dispenses its orientation to OU students (thus making it impossible for them to imagine that the relation of the education system to society can be analysed with no theoretical presuppositions) seems also to have played into his hand.

Professor Gould has operated this double bind with his customary skill. I see that the fact that I am due to write a unit in this course is quoted by him as self-evident proof of his bias. Hence he seems to be knowing what that unit is to contain—it has only just been drafted—I cannot help feeling that something other than disinterested scholarly interest has prompted its well advertised intervention.

Professor Gould is, of course, well known to the view that there is nothing wrong with the unequal distribution of power in society (though even the father of modern liberalism, Mill, stumbled when he came to that one). But he is not ready to say that a course which questions this judgment is biased whereas his own preference for unequal societies is value free.

Scholarship, or propaganda?

Sir—As a contributor to the new Open University course "Schooling and Society", I was naturally interested to see advertisements in a number of journals announcing, under the heading "Marxist Bias", that there would be an article in your newspaper arguing that the course was "heavily slanted" and constituted "a disservice both to the university and its students".

Having read Professor Gould's article and discovered that it is primarily a commentary on one of three readers for the course, I am forced to conclude that you are more concerned to increase your newspaper's circulation by employing "Marxist" columnists and sensationalism than to contribute to the standards of "scholarship" which in the title of the article, you contrast with the alleged "propaganda" of the course.

A political campaign?

Sir—During the two and a half years in which we have been involved in contributing to the Open University course "Schooling and Society" we have naturally wondered from time to time what kind of reaction it would provoke. One reaction we did not anticipate was the ill-informed, irresponsible and widely misread response made by Julius Gould.

Professor Gould purported to be writing a review of a collection of readings. But what he had to say had the distinct flavour of a political campaign directed towards Marxist sociology in general which carried with it a smear both on the sociology courses at the Open University and on the intellectual independence of our students.

His attack on the course is based upon two allegations: (i) that Marxism is over-represented (both by quantity and by position) in the course; (ii) that Marxism has political overtones (which he regards as undesirable) in contrast with other theories of society.

What Professor Gould offered was a review of one book which is set reading for the course. There are a further nine set books—including two other course readers—which together provide and articulate a range of theoretical positions in the sociology of education. Presumably this is of no consequence to Professor Gould, prepared as he is to make sweeping attacks on a course the bulk of which he has not yet seen, and in which intellect has not yet been written.

Not surprisingly, there are serious inaccuracies in what he says. We are told, for instance, of the book "Schooling and Capitalism" that it placed right at the beginning of the course of study, it preempts, via its concepts and its methods, the attention of its students in the service of one perspective without an adequate discussion of alternatives. What is in fact placed right at the beginning of the course is a study of the social structure of education, designed to introduce students to the concept of social structure, and to give them a perspective on the social structure of education.

Mr ROGER DALE, GEOFF BLAND, MADELINE MACDONALD, Faculty of educational studies, Open University.

A smear—and unscholarly to boot

Sir—As a contributor to the new Open University course "Schooling and Society", I was naturally interested to see advertisements in a number of journals announcing, under the heading "Marxist Bias", that there would be an article in your newspaper arguing that the course was "heavily slanted" and constituted "a disservice both to the university and its students".

Battle looms over sixth forms

Sir—Derrick Williams draws attention to a likely conflict between local public and teaching staff in the worker participation in course committee decision making, which he states has been legislated for and established.

Teachers may add this to their list of encroachments in the sphere of influence which includes increasing parental input in school management. Collectively they provide 30 A level subjects and the usual non A level courses at an annual cost of one million of staff by every 11 pupils.

It is worth noting that parents with what Ernest Berlin called "the horse sense of the common people" were influential in the formation of Sheffield's policy. They saw it as counter to what a school with one without, since it would attract more ambitious and better qualified staff. It was obvious, too, that teachers staying in or school needed to be encouraged to leave well.

To this horse sense, those of us who have seen schools grow their sixth forms would add three further points. Younger pupils are more strongly motivated when they make their own decisions about the sixth form and are more likely to experience the restraint of example and the responsibility of helping to run a school.

Education is a continuous process and if we are to have four stages rather than three, before the age of 18, we may find ourselves moving towards a four year degree course, because of lowering standards brought about by fragmentation of the educational process.

Schools are essentially organic organizations rather than mechanistic institutions. A good school grows out of leadership and quality teaching, which is a product of ethos rather than of size. Parental involvement is essential.

Mr RICHARD ROBINSON, 7 Clifford Court, Fenit, Cumbria.

What the heads do think

Sir—For a second time within a few months a view expressed by the Headmasters' Association as an official association policy, Stephen Cohen's article in your issue says that "The Headmasters' Association does not think secondary schools enter by their older children under the policy simply not true."

Your note about the heads of Cumbria County Council in the article (January 28) is so substantial that it is possible, especially in the light of the fact that sixth forms offering an educationally adequate range.

The HMA, like any good association, contains a number of different shades of opinion and some of these views are stated on occasional papers of wider discussion. The article by Stephen Cohen quotes a paragraph from a paper written by a sixth-form college principal which does not represent the view of a whole.

Mr B. J. DORRELL, General Secretary, Headmasters' Association.

Battle looms over sixth forms

Sir—Derrick Williams draws attention to a likely conflict between local public and teaching staff in the worker participation in course committee decision making, which he states has been legislated for and established.

Nasty type of bureaucracy

Sir—The British Mountaineering Council has produced a report on mountain training and now trying to get the Mountain Leadership Board replaced by a report, compiled by the course director who would be the upholder of instructors' assessments.

The report would be confined to the mountain and would not be allowed to see it. It would be available to employers and could be copied and filed. While the report is particularly to a particular mountain, it could easily be brought to the attention of a teacher in a classroom and ready for scrutiny not to be buried.

Most education authorities demand that staff have MLC certificates to be taken into their schools and many enthusiastic teachers are undergoing mountain training. This is not a self-indulgent or amateurish teacher or youth leader who is susceptible to this ostentatious bureaucracy.

Mr RICHARD ROBINSON, 7 Clifford Court, Fenit, Cumbria.

Ends that justify rote learning

Sir—Gordon Halph's comments (January 28) to the effect that slow children cannot be taught mathematics successfully by rote methods while quicker children make more readily in this form of learning would seem to be in need of clarification as the issues currently under scrutiny are not to be blurred.

First, rote teaching of the rules of arithmetic is a slow learning and more able children, if of course possible. However, it is generally accepted that meaningful application of this learnt skill to appropriate situations does not necessarily follow.

Moreover, even if a child does see the relation between a physical situation and its arithmetical description in a particular instance, he nevertheless may not possess the ability to generalize this knowledge to other situations.

Therefore if we understand by rote learning, the ability to see and develop relationships between apparently unrelated phenomena, then rote learning for instrumental learning in Professor R. R. Skemp's terminology can do little to develop such ability.

However, if we are concerned merely with the mathematics required in employment (Norman Freeman, January 28), then rote learning of tables and rules of thumb for addition and subtraction assume a much more significant role. For example, a practical understanding of "place value" would be quite sufficient without an appreciation of other number bases.

Thus, the serious teacher of primary mathematics finds himself on the horns of a dilemma, namely, which of these two aims of mathematics curriculum to emphasize—the pure or the applied aspects, by which they later become known.

Mr D. WOMACK, Riverside ESN School, Manchester.

Save our sixth forms

Sir—Before self-willing politicians and ambitious educational planners sweep our sixth forms into tertiary colleges because it is alleged they are not viable, may one ask, what is a viable sixth form?

Sir Harold Wilson tells us he was the only member of his school's sixth form to go to university. He was a good training for tutorials at Oxford. Was it viable? Most of us educated at grammar schools attended sixth forms of fewer than 50 pupils. Were they viable? The city of Sheffield's present policy is for all comprehensive schools to state in sixth-form education. Collectively they provide 30 A level subjects and the usual non A level courses at an annual cost of one million of staff by every 11 pupils.

It is worth noting that parents with what Ernest Berlin called "the horse sense of the common people" were influential in the formation of Sheffield's policy. They saw it as counter to what a school with one without, since it would attract more ambitious and better qualified staff. It was obvious, too, that teachers staying in or school needed to be encouraged to leave well.

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Left out of in-service

Your note about the heads of Cumbria County Council in the article (January 28) is so substantial that it is possible, especially in the light of the fact that sixth forms offering an educationally adequate range.

The HMA, like any good association, contains a number of different shades of opinion and some of these views are stated on occasional papers of wider discussion. The article by Stephen Cohen quotes a paragraph from a paper written by a sixth-form college principal which does not represent the view of a whole.

Mr B. J. DORRELL, General Secretary, Headmasters' Association.

Music on the move makes sense

Sir—Your paper is distinguished this week (February 4) by the inclusion of two articles by different authors both arguing that qualified instrumental teachers would be better employed in the classroom than in dashing from school to school enjoying a teaching ratio of existing pupils 1.8 to 1.1.

As a qualified peripatetic myself I must admit that some waste of time and effort does take place, but it is a fallacy to suggest that the solution would be to shelve all but back into the classroom. The two skills are quite different, and competence in one does not necessarily imply competence in the other. Moreover, it is reasonable to assume that both classroom and peripatetic teachers choose their respective careers precisely because that is the way each can best impart his own particular teaching skill.

In fact, little teaching time is lost travelling between schools (vide Stephen Cullins) since this mostly takes place after a hurried meal and while other teachers are still sitting in the staffroom rearranging their pupils, and each other. Peripatetics also work to a much fuller timetable than their classroom colleagues. There are no free periods in our day, except by accident, and many of us work through breaks, at dinner times and after school, not only teaching but also taking archery and hand rehearsals.

The real waste of time lies in schools where the head of music is not a good organizer and either tries to get every pupil in the school to "have a go", thus resulting in a mad scramble and a terrific drop-out rate, or else is completely indifferent one way or the other, fails to chase absentees or reduce intrusions and, in the end, loses his allotted peripatetic time.

The ideal head of department (and there are many), screens his pupils for musical ability before sending them to the instrumental teacher, runs an efficient rota system, will not tolerate absenteeism and, above all, takes an interest in each pupil's progress. Such a head inevitably has a high all-round musical standard.

Mr VICAR MILHILEY, 44 Plains Road, Windsor, Berkshire.

Monologue?

Sir—D. B. Freedman in his letter of January 28 quite rightly asks us to look closely at the quality of teaching, but he then asks teachers to take on the responsibility of breaking down barriers between parents and teachers and establishing a dialogue.

As a faculty of science, we are very much involved with self-paced learning and wanted to set up this dialogue partly to assure parents that the standards they demanded were being met and that, perhaps, we had something more to offer.

Being aware that the traditional open day and the parents' meeting are not the most suitable means of creating this dialogue, we sent out tentative invitations to every parent to enter our laboratories at any time to observe what is being done and to discuss with us the nature of our science teaching. The response after three months has been nil.

Mr TERRY GIBSON, Head of science faculty, St David's High School, Salfrey, Clwyd.

It's politics not birthrate

Sir—Almost every mention of education is now casually linked with the falling birthrate. The effect of this is to suggest that the cuts have the same inevitability as natural phenomena rather than being a matter for government decision and, therefore, optional.

How the falling birthrate affects the numbers of teachers required, nursery provision, etc. is a matter of policy. Only one section of the school population is concerned—the 5-16 compulsory age group. Within even this group special provision for handicapped, remedial work, etc. is a matter of decision, not of pupil numbers.

The numbers of under-fives receiving nursery education and the places available in further and higher education are determined by policy. The 1972 White Paper set a target of 700,000 places for under-fives by 1981, enough to provide for only about one third of all three and four-year-olds. This figure has been slashed to 446,000—a drop far greater than the decline in birthrate!

Even these figures are never printed in DES Circulars 10/75 indicating in telling terms that "rising figures should not be unduly used unless they make no additional call on education resources and do not prevent the redeployment of those resources for more essential purposes".

Such a policy has beneficial side-effects for the Government in that it keeps more women out of the labour market but does little to advance sexual equality. Meanwhile the acknowledged need for nursery schooling in underpin the education of children in areas of educational disadvantage is ignored.

Responsibility for these cuts and their effects must be directed where it belongs—at government policy and not the birthrate!

Mr VIV PARKER, Lecturer in Education, North East London Polytechnic.

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LETTERS

Clash of styles on factory floor

Sir,—In all the discussion I have seen and heard of the Great Debate one important point has not yet been mentioned. To my knowledge no one has yet highlighted the fundamental difference between school and a manufacturing environment. If we use the term manufacturing rather than engineering, for the majority of school leavers do not enter what I understand to be engineering, but rather are employed on a production line or enter an apprenticeship for a trade.)

(through the good offices of the Public Schools Advisory Bureau that was, and the Life of Wight Engineering Training Board the emphasis is one of no change. Manufacturing industry requires its work force in precise products of high quality at the same time in large quantities. To do this it uses the incentive of high pay as an answer to the problem of boredom associated with repetitive work. Who never ceases to impress me is the degree of concentration a person controlling a complex machine operation is required in bringing to that task, though doing the same operation all day and every day. The desire of the manufacturing industry is to obtain capable apprentices, who will in time become engineers able to create, develop, maintain and set up sophisticated machinery; and it has been this sector of industry which

has been the chief critic of the standards of school leavers. No doubt they have a point, but the criticism encompasses all school leavers and may, I suspect, be a veiled comment on the fact that no large or small do we still our pupils in boredom, truly prepared for work on a production line. Perhaps, as Shirley Williams points out, the training schemes of industry leave much to be desired, but there is a much more fundamental process requires continuing change and challenge in the present industrial training is, however, an emphasis on the particular. How these two divergent styles can be bridged with considering in this Great Debate. C. T. McCARTY, Carlisle High School, Newcastle, Isle of Wight.



Drilled in boredom?

How was it at the front, professor . . . ?

Sir,—To abandon a university and return to the classroom for sacrifice and courage. But Harry Réa realize the conclusion that would seem to follow from changes in the school scene if he is now encountering the attitudes of staff, the different perspectives of staff, the new ideas (and opportunities) that impressed him and which he described so convincingly in the up sincrease" (January 28). One conclusion is that while this professor of education he in effect have been preparing to deal with the situation had experienced years earlier if he was a schoolmaster rather than those he is now facing. And that he has surrendered the challenge to his power in New York, to readjust or to face the influence of the courses in the light of what he sees to be the actual circumstances of today.

A return to the ranks may be salutary to the individual and morale in the classroom, but it would be more valuable public if it were followed by a resolve to command, with the attitude of possibility of bringing about improved conditions of service at new strategies of training. Surely this suggests that so drastic embattled should be held at a distance. Instead of exchange of fessurship, research or the writing of a book, they should be seen to an opportunity to renew acquaintance with what life is like at a sharp end. Then there would be time, hereafter, to make needed changes. I raise this question not in order to knock Harry Réa or his mentor, Ion Lister what I have written could apply equally to school directors. But there does seem to be a curious characteristic in teacher preparation. If any new teacher is used, say, a football coach, the probability is that his deployment will have featured previous training sessions. Not so in education. Long after some approach taken that in hundreds of schooling community services to the curriculum, for example, or the implementation of tutoring programmes whereby other pupils are younger children—the search for the source of inspiration in some university institute or department of education; and one searches in vain. The planting of the seed appears to owe nothing to any college education or university institution. And an academic equivalent of capillary attraction ensures that the vital juice seeps upwards to rejuvenate the training of further teachers. Why should this be? ALEC DICKSON, Honorary Director, Community Service Volunteers.



... and in the creative thought lesson I just lie back and imagine what Fred Jarvis looks like

Rejection slip up

Sir,—Mr L. R. Kay, Secretary of UCCA, replies (February 4) to my letter of 14 January by stating that disclosure of all five applications to each of an applicant's choices is essential to the system and goes on to say: "If universities had each year to consider 750,000 applications from 150,000 candidates with-out any indication of each candidate's preferences . . ." I, if all five applications had to be considered . . . The only possible inference is that admissions tutors now manage to cope only by failing to consider some of the applications. This is what I had suspected, and this is what I complained of. It is cause for concern that department X of university A cuts down on its admissions administration by considering only those applications which place it as first choice; the department Y, at it reduces its work by not considering applicants who have put it behind C and D; and that department Z, or E, even itself time and effort by rejecting, without interview, applicants who include two or more of its conditional offers. The existence of the clearing scheme is indeed a benefit for those who have failed to meet the terms of their conditional offers (and for those others who have failed to make the right number of conditional offers to fill all their places); it is a very poor carrot for those who have been rejected outright—and, maybe, with very few interviews—by all five universities. Thoughts of clearing will do little to entice him while preparing for months for A level, and while tackling the mathematics. Mr Kay refers to the relative infrequency of criticism of the UCCA system. What may be a mere fraction of 1 per cent of his experience is 100 per cent of the experience of a candidate rejected by several departments failing to consider his application. C. L. SPURGIN, Walsingham Grammar School.

Muddle of modes and moderation

Sir,—I should like to follow up two points Mr Macintosh raised in his article "Time to end the quarrel" (January 28). First he mentions that the superficial similarity between CSE boards can, in fact, disguise fundamental differences between them. Nowhere is this more clearly demonstrated than in the field of Mode 2 and 3 examining in the two intertwined Yorkshire boards. If a common system of examining is established at 16 plus it seems likely from the feasibility studies which have been conducted that the future Mode 1 syllabus will lead to a common end-of-course exam rather than a common system; therefore, for the teachers in the schools, the regional board's attitude in Mode 2 and 3 examining will become even more important than it is now in CSE. I have been involved with Mode 2 and 3 submissions to both the Yorkshire boards and the difference in their attitudes worries me. The administrative and moderating structure of the West Yorkshire and Lindsey Board is designed to encourage these two modes and any form of assessment which is capable of moderation is acceptable. The Yorkshire board, on the other hand, is much more likely to want to alter the form of assessment to suit its own preconceptions. Also, my most recent involvement with the Yorkshire Board clearly demonstrates that it demands more of an assessment than it should be capable of moderating. I was involved in a group of teachers who were operating a Mode 3 syllabus but wanted to change to Mode 2. The fact that the syllabus had already been examined and moderated by the board clearly demonstrated that it was acceptable to the board and that it was capable of moderation. However, before the board would accept the Mode 2 submission I had only demitted an entry of at least 100 candidates, but also insisted upon two major changes in the form of examining so that the majority of the exam would be identical to the Mode 1 examination. The second point I should like to mention is Mr Macintosh's assertion that every subject has an identifiable common core. French has often been quoted as a subject in which there is a wide measure of agreement among teachers on the ground to be covered by the end of a five year secondary school course" (Examinations Bulletin No 1 para 18). Sixteen plus candidates in French still tend to be more homogeneous in ability than in most other subjects, but even so, there is now considerable disagreement about, for example, the value for the whole of this ability range of writing in French. The reports of chief examiners both in CSE and in the 16-plus feasibility studies only confirm that different forms of assessment should be used in French for the different ability ranges, so, if there is fundamental disagreement in this subject, how much hope is there for agreement on a common civic examination in other subjects? MARCUS J. TYDEMAN, 6 Sancton Close, Cottingham, North Humbershire.

Inspectors: are they a law unto themselves?

Sir,—Your leader, February 4, seems to me to misunderstand the nature of the relationship between the politicians and Her Majesty's Inspectorate, and at the same time to accept too easily its suitability for the tasks with which it is now faced. I recently attended a meeting which was addressed by a former Secretary of State for Education. He stated, in reply to a question, that during his period of office, he had no contact at all with the Inspectorate, and that as far as he was aware this was the common experience of those political heads of the DES with whom he was acquainted.

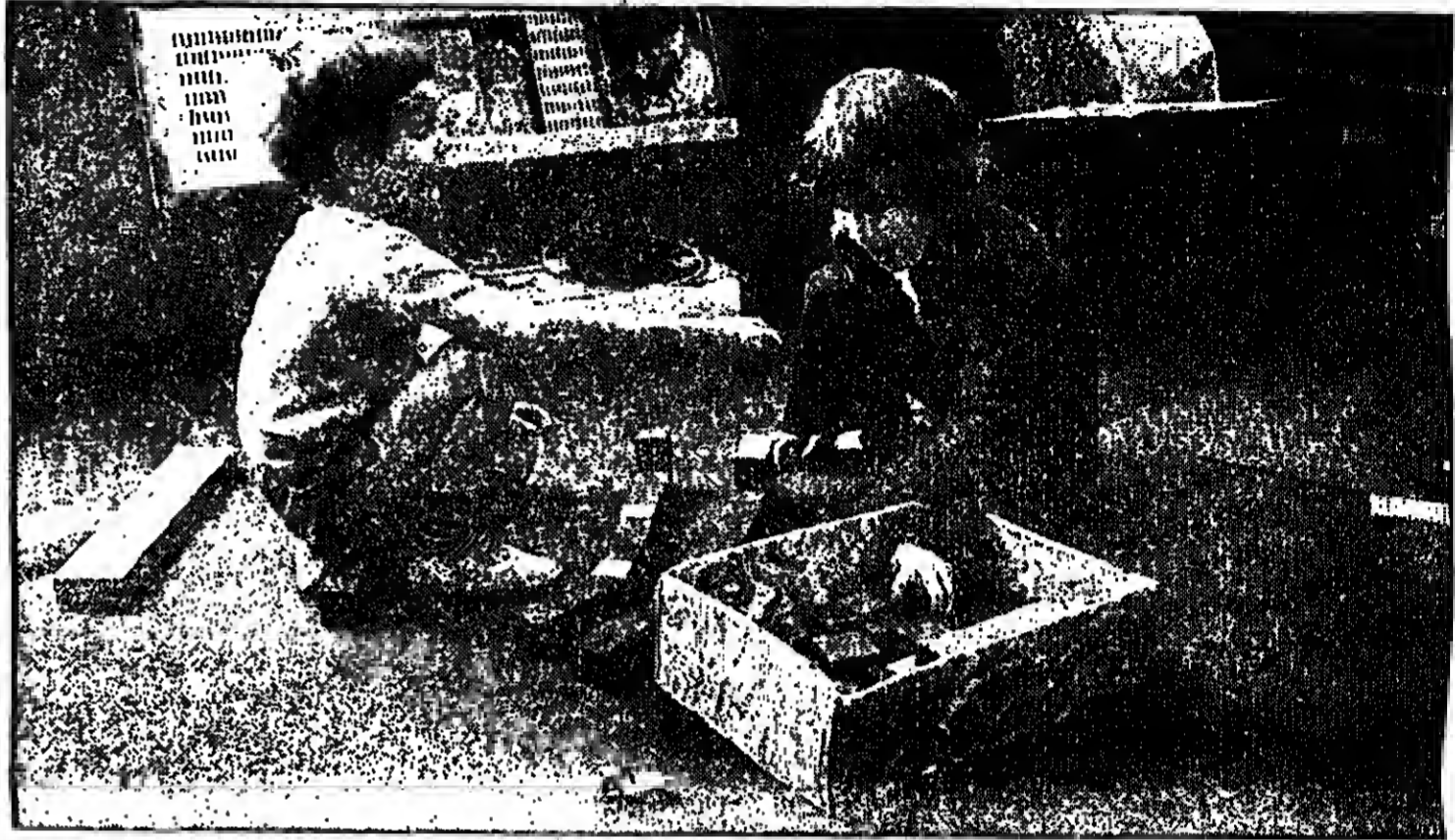
Row over share-out of cash for film education

Sir,—I should like to question the rather odd historical perspective that Jim Hillier himself appears to have regarding the funding for film studies and in particular the National Association for Film Education. Shortly after NAFE was formed it was made clear to us by the British Film Institute that if we wished to be a grant aided body we would have to submit annual estimates for their consideration, and our grants in 1973-74 and 1974-75 were, in fact, made on the basis of such estimates. In January, 1975, we submitted our estimates for 1975-76 in the usual way (having been explicitly requested to do so by the BFI) but this submission was inexplicably ignored. It was only after the start of that financial year that we learnt that we would no longer receive an annual grant but would have to apply for separate grants for every activity we wished to promote, and that in any case no grants would be forthcoming for the general administration of the organization. Subsequent events (too involved to detail here) but well documented, resulted in the BFI and NAFE being placed in a very awkward position. While not wishing to deny the importance of SEPT's contribution, we feel that our role is no less important. In my view it simply cannot be said that the BFI at SEPT's major preoccupation is with theoretical issues, and especially abstract ones that are difficult to establish ourselves, and in

On from the basics

In the second part of her survey of developments in junior schools, Virginia Makins suggests that a return to more traditional methods and content in response to the current debate may prevent children from reaching the standards of which they are capable

Visiting junior schools, and talking with teachers, advisers and researchers who visit many schools, my strongest impression is that though they are comfortable and happy places for children, only a minority are likely to add something decisive to children's lives. There seem to be several reasons for this. One is the natural reluctance of teachers to abandon familiar teaching methods and content—even where they have changed to informal ways of arranging their classrooms. The old progressive belief in learning by doing, and the allied, but newer, emphasis on learning by talking, seem to have impinged remarkably little. Another is the low expectations some teachers have of children, their belief that the extraordinary achievements of children in some schools are, in a mysterious way, entirely the products of the children's homes, or of amazingly gifted teachers. Working class children are the victims of especially low expectations. Sociological research on class differences has encouraged a tendency for teachers to be outwardly warm and caring about these children—but to treat them as hopelessly deficient on the cognitive side. Their intellectual strengths, and all the experience they might bring to bear on school work, go unrealized. Consequently many children, at a vital stage when they are naturally happy to be in school, enthusiastic about learning, and enormously productive, are getting an unacceptably narrow and limiting education. There is no doubt that many teachers have adopted informal teaching styles. One study found that 80 per cent of teachers grouped children informally. But it also found that: "Despite the relatively informal classroom layouts, there was so much evidence of tight teacher control over where children sit and move that it seems highly doubtful that there is much opportunity for children to choose or organize their own activities in most classrooms." (Diane Benning on the organization of junior school classrooms in *Educational Research*, June, 1972.) And the Bullock committee, on their visit, found a great deal of disguised formal teaching in informal settings. Visiting schools, I felt some teachers may be unconsciously trapped between the different constraints of informal classrooms, and the formal work they want children to do. They have to work flat out trying to get round 30 or more children working at individual mathematics and language exercises. Meanwhile, it is very rare for the children to hear the teacher expounding any principle at length, or to take part in much extended talk about work at all. Since the work is based on short formal exercises, they spend a lot of time waiting for corrections and instructions on what to do next. And if they are stuck, they have a long wait to get help—unless their neighbour can provide it. (See, for example, the description of Jackson.) This impression is confirmed by Deanne Boydell's work on junior school classrooms at Leicester University (all this research comes from Professor Brian Simons' work on the nature of classroom learning in primary schools, which is now extended to a major five-year study). She found that three-quarters of the time spent by teachers talking about work is taken up by short exchanges about what to do next, evaluative remarks (praise was rather rare), factual statements ("these rods are both two metres long"), and questions answered by recalling facts. Only a tenth of all teacher talk was about ideas, or consisted of higher order explanations and problems. "The image



According to one researcher, children in informal classrooms spent a third of their time interacting with other children . . . but sustained conversations about work were unusual

of the teacher which emerges may be somewhat at variance with the popular view of the informal teacher who stimulates children to formulate their own ideas, probes and extends their level of understanding by detailed questioning, praises their efforts whenever appropriate. . . . (British Journal of Educational Psychology, November, 1974).

Deanne Boydell also quotes American work showing how difficult it is for teachers to distribute their time fairly between their pupils—the brightest, slowest and worst behaved get the lion's share. And an unpublished NFER study, based on observation in junior classrooms, discovered that teachers are much more likely to spend time explaining things to children they consider able: "The higher the pupil's status in his teacher's eyes, the more detailed the explanation." According to Boydell, children in informal classrooms spent a third of their time interacting with other children. Half their talk was about work, but it consisted of short exchanges—sustained conversations about work were unusual. "Informal classrooms do not necessarily involve so much time-wasting as their critics imagine, or as much sustained work-oriented interaction as their advocates sometimes suppose." (Education, April 1975). Teachers moved away from class teaching for very good reasons. Even in streamed groups, it imposed many constraints, and prevented a lot of things from happening. Children had to think at the pace imposed by the teacher and they would not get into concentrated bouts of work on their own. (As a nine-

main criterion of success for children, and other aspects of learning—which teachers would certainly consider extremely important—get pushed into odd corners of the curriculum, just as they did in many formal classrooms. Children do not learn to think for themselves, they are not encouraged to develop their ideas, and the work does not necessarily lead them to discover that mastery of reading, writing and numbers are the basis of intrinsically enjoyable activities. No one would deny the importance of a strong emphasis on the basics. There is now a good deal of evidence to show that one of the best predictors of how much progress children will make on arithmetic or spelling or reading is the amount of time they spend practising the skills. The question is whether they practise them in isolation (the Bullock committee found a lot of this, and doubted its usefulness in many cases), or whether they practise the skills by using them to do something interesting. Nor would any teacher I have met doubt the importance of some formal exercises on basic skills. Every body seems to agree that it makes life easier to know your number bonds up to 20 and your tables up to 12 times, and that this involves rote learning. And everyone would agree that reading and spelling and punctuation need specific attention. The disagreement is at what stage, and how, you should practise the skills. This is where the emphasis on learning by doing and learning by talking come in. The two cannot be entirely separated, but it is worth separating one aspect of doing—making things, particularly things that work. One important strand of the Great Debate is that schools are failing to interest children in science and technology. The debaters often go on to conclude that children do not do enough sums. But, looking at the work-going on, progress on the schemes becomes the

Continued on next page

On from the basics

Continued from previous page

In junior schools, it seems just as probable that they are spending too much time learning tables, and not enough time making them.

Even where children are doing a lot of self-directed work, the culture and values of the schools are often heavily biased towards literature and fine arts. The Lego and yogurt cartons and cotton reels often do not cross the barriers between infant and junior schools, and the natural progression to more sophisticated modal making, involving electricity and mechanics and control systems, do not take their place. In their writing, children are encouraged to create fantasies about caterpillars and deserted houses—not to observe them and draw conclusions.

One head (at Sheffield) made a point of encouraging a lot of technology and model making, partly because she felt that even proper Plowden schools often do not offer enough to boys. When there are something like five boy backward readers to every girl, you cannot help wondering if more practical activities (strongly biased to technology and science) would not also lead to a general rise in standards on basic mathematics and writing.

The writing generated by this kind of practical work often has a quality and immediacy that is missing in a lot of "creative" writing. The text accompanying a striking bit of mathematical work I saw in an exhibition of work by London Juniors began: "Timing millipedes was very inaccurate to begin with. They wouldn't crawl straight."

No doubt people would argue that resources are too scarce to introduce practical science and technology in junior schools. But when you go into classrooms where teachers think such activities are important, they seem to scavenge a great deal of technological junk to work with. Even in supposedly desolate inner city areas, they find enormous amounts of material for direct study—in churchyards, in wastelands, in different styles and techniques of building, in shops. And they develop their own patch for practical study (the NFER study noted "the outdoor play area seems to be neglected a good deal").

Such activities also seem to lead to more extended and productive talk than the literary (or clerical) tasks that take up so much time in many classrooms. Perhaps one of the unhappiest consequences of the fuss and anxiety about

standards is that all the recent work on talk in classrooms—how it can extend learning, foster intellectual development and get children going on the basics—seems to be failing to get through to junior schools.

The easiest place to see the purposes of talk as a crucial foundation for learning is in Connie and Harold Rosen's *The Language of Primary School Children* (Penguin, 1973) based on a schools Council project. Their transcripts show just how far children can go when they are given chances to talk at some length in school.

They also show the kinds of teaching skills needed to make the talk productive: the leading on, controlling (or wel-

coming) of digressions, creating space for all children to have their say and—most important—providing material for observation. This kind of work is class teaching all right, but it is a long way from taking children through exercises in the textbook or notes on the blackboard.

The most startling thing about the Rosens' transcripts is the examples they take from schools where children would, on any definition, be labelled "disadvantaged" or, more specifically, "linguistically deprived". (You need the long exchanges to see these children's powers of observation and analysis. But there are also examples of the inventiveness and

richness of their vocabulary—a "hang end stringy" spider's web, a bird's nest in a place that is "too edgery" for a cat to reach it.)

Reading them, and then visiting inner city primary schools, you begin to wonder about some teachers' assessments of the intellectual capabilities of their pupils and whether general theories of disadvantage are preventing those pupils from actually doing. The Rosens concluded: "A generation of young teachers have gone into schools convinced that working-class parents never talk to their children, that the children are never taken anywhere, never see anything or do anything, and



In their writing, children are encouraged to create fantasies about caterpillars and deserted houses—not to observe them and draw conclusions.

Burps in the language master

Jackson is an inner-city all-through primary of nearly four hundred children. Forty per cent are Asian, 40 per cent West Indian, and the rest are white. It has a mobile population—only a third of the children who start at five stay until they are 11. Three per cent leave with a reading age of eight or under.

It is a newish, open-plan school, designed for teams of three teachers and about 80 children, with sets of three interconnecting areas for each team. The two teams I saw—one for seven-to-nines, the other nine-to-elevens—operated with three ability groups for mathematics, "topic" and some English, and unstreamed "home groups" for reading, literature, "creative work", etc. Much of the work was individualized, and teachers had clearly spent a great deal of time producing worksheets and resources.

Children carry mathematical and language checklists around with them for teachers to tick off as the work progresses. And there is a long concordance of record cards for each child, where teachers note what work has been covered, and comment on it.

The noise level was pretty high in both the groups I saw, and the teachers had to do a fair bit of shouting to make themselves heard: "Orange, go to maths. Blue, stay with Ms. Yellow have five lost ten house points."

A group of top juniors, doing English, took a long time to get settled to their various tasks. One child plaintively asked: "Miss, can I do a story" several times, but the teacher did not hear.

She was settling a restless boy down to work with a language master. After she had turned back to the others, he had a lot of fun with the machine, which made a rude burp every time a card went through. A couple of friends came to listen; they paid no attention to the exercise. Quite a few children were working on the BBC Look and Read materials.

This teacher was in charge of the backward readers in the team. She said it was almost impossible to collect enough good materials—particularly ones with pictures of black or brown faces.

She showed me spells the children had written for Halloween—she had been surprised at the results from some

children who hardly wrote at all in the course of their ordinary work. "Ibble Obble, my black bubble. Turn that girl into a muddle." "Gik some fud and bole it with dark red blod (this minising mixtur sood turn you in to a forz, o book or a catalogue)."

Other children in the team were doing maths, with a good deal of milling around (the exercise, on the board, was: "Draw around three people's feet. Find out how many paces they took to cross the maths room. Whose pace is the longest?")

To the third space, children were working individually on "English exercises (Readout and workcards) and topic work on the days of the week. The blackboard had information about Tiv's day and Woden's day. A girl was doing a workcard: "Write at least seven sentences telling me about any special things you do on each day."

A group of low ability savens to nines had just started some new topic on plants, and were copying "Everything that grows in the ground is a plant" into their books; later, the teacher said, they would grow things. I watched a group in this team working on maths.

The teacher set in the middle of the room, and the children queued for attention. Children in difficulties—such as a girl doing the two-times table with Unifix cubes—worked on the floor where she could keep a close eye on them.

A boy was sent off with his (Oxford) work book to answer: "What is a square? Can you tell me what's special about it? Measure each side and see what you notice." He got a ruler, and measured, and came back and visited in the queue.

The teacher asked what he had found out. Silence. She measured with him. Still no reaction. "They're the same. The sides are the same", she said, and ticked off an item on his maths record check list.

It was not at all clear that he had understood—but half a dozen others needed attention, and she set him to the next task in the book—colouring the square red.

"We've always believed in structure, the common core, the three Rs," said the head. "It's important to have a routine that children can understand. I'm glad to see others coming round to the basics."

Almost like a sixth form

that the language they possess is lacking in many features."

One English adviser told me that she had asked about a boy in a multi-racial city school whose writing was misspelt and misconstrued, but interesting. The child was produced—a little brown boy with freckle hair. She asked where his father came from. Italy, he said—and they had a long conversation, in Italian, about how he had been in the top stream of his Italian school, how difficult he found this one, and the vagaries of the English language. No one had told the young probationary teacher—and in half a year she had not found out—that this child was bilingual in Italian.

Certainly a great deal of educational research—most notably Bernstein's work on "restricted" and "elaborated" codes—has been oversimplified and taken to show the "deficiencies" of working-class (and more especially black) children and parents. Herbert Ginsberg, an American psychologist, has surveyed a lot of this research (and some showing the language and cognitive strengths of black and working-class children) and found that differences between classes are very insignificant. He maintains that the only major class difference is that "advantaged" parents read more to their children.

General experience with the world—contact with the universal environment of things and people—provides the poor child with the basic intellectual skills of language, concrete operational thinking, and all the other cognitive universals. And yet general experience is not sufficient for the development of some special skills, namely reading and writing, that the school requires. So poor children may enter schools with an initial deficiency in reading. In the current educational system, this initial deficiency is crippling." (*The Myth of the Deprived Child*, Prentice Hall, 1972).

If the primary advisers I talked to are right, the way some junior schools tackle these children's difficulties, setting them down to the mechanics of writing and sums without first discovering their capabilities, simply takes away any confidence the infant school may have given them. And all too often nothing is made of the variety and value of their out-of-school experience.

A researcher working on oral communication skills told me he had taped children talking about their weekends. He and the teachers had been surprised and impressed by children in a multi-racial school in a very depressed area. The children talked about visits from

relatives, exploring disused tunnels and so on. The researchers had then gone to the suburbs, confidently expecting a much higher standard. But those children were comparatively tongue-tied. They had gone shopping, had lunch in town, watched telly, visited Grin and watched telly there. No, they could not remember much about the programme.

It would be absurd to romanticize the culture of poverty, or deny that poor people have enormous disadvantages, which have been compounded by the devastation of city centres. But it seems that myths about deprivation are preventing some teachers from building on their pupils' perfectly sound linguistic and cognitive capabilities.

A great deal of experience is building up of new ways of working with children, validating their experience (to use the current cliché), extending it and working with, rather than against, their dialect to lead them into reading, writing and thinking. Now the best years of staff shortages are over, many schools, for the first time, are in a position to take advantage of such experience. And there is no need for new resources—existing advisory services can be called in to work with teachers in their classrooms. It would be tragic if the insecurity generated by staffing difficulties was to be replaced by anxiety about the Great Debate.

The current fuss about standards is having many good results. It is driving schools to look hard at their own standards, to find out what other schools are achieving, and how. It is encouraging a wider concern about children who change schools to find totally unfamiliar teaching methods and curricula.

But there is a real danger that teachers will take refuge in a narrow concentration on the basics, using publicly acceptable traditional methods. If they do, primary children will be prevented from reaching anything like the standards they are capable of, and many of them may be turned off the whole business of education.

At the moment it seems that Her Majesty's inspectors and many local education authorities are fighting guerrilla battles to prevent this from happening. Nationally and locally, working parties are struggling to find ways of assessing standards that will satisfy the public without inhibiting the schools.

But it may be time to join battle more publicly. The two-year-old Bullock report is still a powerful weapon, and LIMP's survey of primary schools, now nearly completed, may well provide another.

Aurial Rise is in a town that has been hugely expanded to take London families. It is on the estate where problem families that slipped through the careful selection procedures mostly congregated. Forty per cent of children are on free dinners. Three years ago it was a rigidly formal school—bare corridors, and dinner ladies with whistles.

The new head came up through approved and maladjusted schools and (according to teachers) has wrought an astonishing change. The corridors are full of handsome displays of children's work (a scale post teacher organization display); the oil iron-furnished cloakroom is a reading area, with enjoyable children's books; all classrooms have carpeted areas where children sprawl, working with tapes, or (in younger groups) chat with the teacher.

"Children need to feel secure enough to do the academic thing", says the head. A teacher said: "The children are much more open now, and they work much better. And it's much easier teaching in a cooperative atmosphere."

There are endless staff meetings—of all staff, of senior staff, of year staff, of teachers on scale one. Children stay with one teacher for the first two years. (One teacher has a tiny group of some 10 sevens and eights, with real emotional difficulties.) Third and fourth year teachers have their own classes, but do a lot of planning as teams (the fourth years were allowed to choose their own teacher—after careful explanations why everyone could not have their first choice).

The school uses SRA reading laboratories but no other set reading schemes—they end all books by their level of difficulty. The mathematics scheme is made up from an enormous range of materials, and nicely illustrated pages of various commercial schemes have been made into worksheets.

There is an elaborate system of records, with teachers' assessments backed by mathematics and language checklists for every child. (One section of a language checklist goes: "Copes satisfactorily with letter writing; descriptive writing; note taking; press; write; knows alphabet; use of dictionary; extraction of relevant facts from reference books.") All record folders include examples of the child's work.

The atmosphere is extraordinarily friendly; the relation between the staff and older children reminded me of a good sixth form. In the fourth year, some children were making a Christmas cake, others working on maths, language work with tapes, and projects. There were excellent illustrations of *Janes and the Giant Peach* on the wall, and the goldfish was labelled "Jaws".

The fourth years had just had a week's blitz on maths, designed to revise basic processes and show children that "maths can be fun and people are in charge of numbers, not vice versa". Earlier, they had had music and art blitzes: "It's extraordinary what progress they make when you concentrate on something", said the teacher. "I wish we didn't have to leave this school", said an 11-year-old, and his friends agreed.

In a third year class, some of the work for the week was on the board. "Computer maths. The walk to bluebell woods, Eskimo information. Rescue story. Spelling list. Tables. Reading". The walls showed a huge range of work—including a group project on litter which led to the school's litter bins being moved.

There were some pencil sketches, worthy of nineteenth-century art schools—"I took five dogs to get that one right", said a boy. A few children were busy copying bits of writing into their "excellent books"—the school has just introduced nice looking books with good paper, where children can put their best work.

In the reading area, a sixth-former was working with first years having difficulty with reading—a very jolly group. Another boy, reading by himself, was laughing aloud at a book by Dr Seuss. The teacher in charge of the area also took out groups of the brightest fourth years: they had been doing work on local soils, and churches, which they then presented to their class. "The important thing is to extend their vocabulary", she said.

The head gave a lot of credit to the infant school on the site, where, he said, children are handled well and skilfully. "We've only just started", he said. "Come back in three years' time. The next thing is to raise the quality of the work."

Landmark on the Plowden trail

Sheffield is an all-through county primary, with a path beaten to its doors by visiting Americans. The head allows considerable latitude to teachers to teach how they want—"You'll find 19 different teaching styles here". But the framework is planned down by senior staff controls. Every teacher has to submit a planning file—what they intend to do, what methods they will use, how they will allocate their time.

Besides an extended narrative record of each child's progress, aptitudes and difficulties, teachers have to keep up "maths" and language development records, and these are regularly checked by the head, and teachers with special responsibility posts. Reading the records, you come across triumphs, when a child in difficulties makes a breakthrough, and cries of despair: SERIOUS HELP NEEDED, ringed round in red ink. All children are given a diagnostic test at seven and a Holborn test at 10 (the last, mainly to satisfy the local secondary, which likes its pupils cleverly graded).

The school looks classically Plowden, with enormous amounts of work on the walls, art and models, models of traffic

lights that work, and a coal mine with working trolleys. A group of six-year-olds had made a trip to the river, to consider how primitive people lived. They had done some cooking, and collected, cleaned, modelled and fired some clay they had found.

Some eight and nine-year-olds were busy writing, adding to fat files of their work, doing number base work on glossy Bulmershe cards, making all kinds of sculpture and models and mobiles with technological junk—old clocks, a power drill, the insides of an old radio-gram, whose wooden casing had become a puppet theatre, then been ignored for some weeks, then inspired a great many plays.

The teacher had started the term with the junk, and says he could now do a flow diagram of the work it had inspired. "I used to do projects and themes, but decided what made a secure structure for me didn't mean much to the children. Projects become meaningful at ten or 11, when they can use the library wall. But first they need basic experiences, working with materials, watching things grow, observing how far they can go. On Friday, I think what I need to

cover the next week in terms of English, grammar and maths."

Some ten and 11-year-olds had done a massive project on energy, involving science, technology and social history. "I don't like little individual projects—we split up a big theme and try to present it properly." There were a lot of maths games scattered about—Go, Hare and Tortoise, Equable (maths scrabble), race games, mathematical snakes and ladders, and dice games invented by teachers to practise basic arithmetic.

This teacher was the school's mathematics specialist, and spent some time in every class while someone (often the Head) fielded his group. The older children watched the BBC's *Mathshow*: "It gives us a lot to talk about, circles, number patterns, angles, measurement." They talk problems—"I try to relate them to things that happened"; made mathematical models to fit given information, and did mental arithmetic: "A valuable exercise if you don't put people on the spot. We crack down on tables and addition and subtraction bonds to 20 in the third year."

been working on the subject of chairs, painting them (some very Vao Cogh), discussing perspectives and the concept of parallel. This teacher said she was experimenting with doing a short topic each week. She had mathematics groups to plod along with number work, and did handwriting once a week. The children were encouraged to read their writing to the class. "Other children point out faults of style much better than I can: they say 'Why does he always keep saying 'And theo'?'"

A neighbouring teacher, who had recently come from a much more formal school, said: "This way of teaching is harassing for me—things keep coming at you. It gives the children more room to breathe than my last classroom. But they don't get through as much work in a day, at many different subjects. And they take longer than they should to do a story."

But a researcher, working on how children learn and teaching full-time under the direction of a class teacher, was fascinated by the time children spent on their writing, and the way that—like most professional writers—they wrestled to get it right.

A class of seven and eight-year-olds had

مكتبة الأولاد

Still in the shadows

Bernard Davies on the elusive nature of the youth service

Adolescence and Community: The Youth Service in Britain. By John Eggleston. Edward Arnold £7.00. 7131 5886 7. £3.50. 5887 5.

The youth service in Britain, both nationally and at local level, is almost a will 'o' the wisp. Now you see it, now you don't. There is its organizational structure—but where is its central direction? There are its local clubs, troops and brigades—but how do they cohere? There are the young people who are its consumers—or are they?

And yet a network of services specifically aimed at "youth" does exist; they exist by law—just about; and tens of thousands of adults simply take for granted their involvement in them. Not more in basic form and structure, these services are unchanging and predictable, and embody values which of root are moralistic in a very old-fashioned way. In fact, of course, the youth service is not that static. Its form has evolved over the years, but its central direction is still the same. Its central direction? It is not in the hands of its administrators at least, but in the hands of those who stand for it, however remote and virtual. Its central direction is its intractability remains one of its key characteristics, so that it is a brave person who sets out to describe what it is—and why.

In writing his report of a research project on "the organization and purpose of the Youth and Community Service in England and Wales", this in effect is what John Eggleston has tried to do. And for the youth service his book is in parts very brave. For example, he attempts to place youth work within three explicit theoretical frameworks:

a functionalist one assuming a society based on consensus and emphasizing adolescent socialization for this society; a conflict one highlighting the inherent differences of interest within society and therefore of purposes within youth work; and an interpretive one focusing on individual constructions of reality and so on young people's perceptions of their world and of the youth organizations they use.

True, his presentation of these perspectives is simplistic and limited in its criticism of them. And, more serious, his application of them, apart perhaps from the interpretive one, is never thorough-going, so that in long stretches of the book the reader forgets that these are the theoretical hooks on which he or she is supposed to be hanging Eggleston's findings. None the less, his message to the youth service is clear: mere accumulation of unanalyzed experience and information is not in itself enough.

Moreover, this search for appropriate theoretical frameworks leads Eggleston to expose elements of the youth service which the latter has often deliberately refused to notice. Like, for example, its important social control functions by which youth workers ensure that "the kind of adult values, whether they be moral, religious or political, which they believe to be appropriate to society or large may be preserved and perpetuated and, often, re-invigorated in the process". To many outside the youth service it may seem self-evident that such a social institution fulfils these functions; within it, much has been said and done which apparently assumes the opposite. Youth work history, for example, is invariably written as if all has been for the best to the best, the most altruistic and the most "client-centred" of all possible worlds—totally ignoring (as in passing Eggleston himself notes) the fact that in part youth organizations were used—indeed were created—by dominant groups in nineteenth-century society precisely because they allowed some control over a new and rather threatening section of the nation "masses".

In its consideration of issues like these Eggleston's book is more convincing than most youth work texts. And it has other strengths, too. It sets out to collect some relatively "hard" data about what actually goes on in youth clubs—and, what is more, it not only records the users' views but simply assumes that these are of central importance and are as likely to be "right" as are those of the adults.

And yet the ultimate impact of the book is disappointing. This is partly because it is written by the sort of person who rarely deems the youth service worthy of such attention but who has the intellectual background and analytical skills to offer some really sharp, fresh and penetrating insights into what it is all about. It therefore seems reasonable to come to it looking for a boldness, not just in describing and interpreting the internal structures and practices of the youth service per se, but even more in confronting questions like: why do these structures exist and persist; why in this form; how do they relate to broader social, economic and political institutions—to government or employment or welfare structures with which youth workers have to contend; and whether and how within these extensive societal constraints fundamental changes of youth work practice and organization might be possible?

Eggleston approaches these questions tentatively. For example, he shows that he is not entirely satisfied with individualistic definitions of young people's problems, so that more than once he lists these as "employment, housing, poverty, health, race and personality" and thereby indicates that he recognizes their structural determinants. He emphasizes, too, the youth worker's need to be politically aware and prepared to become involved in "community action". And, while

examining members' attitudes and values, five different youth clubs, he gives very little priority to placing them in their class or community positions locally.

Those, however, seem to be the limits of Eggleston's structural horizons. And if it is no doubt explains why he ends up advising "youth service priority areas", at the adolescent problems he has listed are primarily from the way policies at local level are determined and implemented. In a final pages, too, he suggests changes which virtually assume that the wider social or cultural context in which he himself tentatively identified earlier, and the educational purposes and demand are absent or at least negligible.

It is true of course that, in the decade during which his research and report has taken to complete, the questions regarded as crucial by many social policy commentators and practitioners have changed in a way Eggleston could hardly have anticipated in 1968. Moreover, very early on he makes clear that, in style and language, the book is aimed at a diverse and extensive readership who, he might have judged, are not very interested in the more fundamental analysis which such questions demand. Yet, the diffuse and often tentative discussion of the youth service which this book provides seems insufficient in 1977, to hardly cover adequately the purpose of the youth service, how it should be organized and what type of field practices it should stimulate beyond that sponsored in 1968 by the Youth Service Development Council report, *Youth and Community Work in the 70s*. Despite the usefulness—or at least the good intentions—of a good deal of what Eggleston has to say, no important theme seems to have been missed to provide youth work policy-makers, administrators and field workers with a radical critique of the sludgy service.

Out of the abyss

H. C. Dent

Education in the Second World War. A Study in Policy and Administration. By P. H. J. H. Gosden. Methuen £15.00. 416 75900 9.

Many contemporary and near-contemporary accounts of education in England and Wales during the Second World War were written in the 1940s and early 1950s. Many of them gave prominence to the evacuation in September 1939 of schoolchildren and mothers, and especially in its shocking revelation of how sordid life in city slums could still be.

Writing 30 years later, and with a vast reservoir of previously undisclosed official information at his disposal, Dr Gosden suggests in his introduction to this authoritative study—commissioned by the Social Science Research Council—that the passage of time has brought a new perspective: that evacuation does not now seem so important, except as a stimulus to reform, and that what really matters is the planning for post-war reconstruction of the educational system which went on incessantly throughout the years of war, to reach a majestic climax in the Education Act of 1944.

Not that Dr Gosden telescopes unduly the tale of the 1939 and later evacuations, and how the educational system, all but obliterated by the non-events of the early months, was gradually picked out of the abyss, rebuilt, and in some respects improved. He deals adequately with these matters in the first of the three parts into which he has divided his book.

In part two he tells how wartime conditions—not least the persistent drift home of evacuees—led to a dramatic expansion of the welfare services for children and young people: the service for youth, the school medical service, and, especially, the school meals service, which was transformed from a meagre provision for necessitous children into a general provision for all schoolchildren as a main medium of post-war reconstruction of the educational system.

Part three, which takes up almost half of the book, is devoted to the planning of post-war reconstruction of the educational system: the preparation and passing of the 1944 Act; the negotiations supplementary to it—Fleming, Norwood, McNair—and the proposals for expanding university and other higher education. Thanks to the availability



of the Board of Education files, Dr Gosden has been able to reveal not only what happened in the corridors of power but who caused it to happen.

The first chapter in this part is exceptionally interesting. It records the discussions of the small group of senior officials in the Board of Education who, working as an informal committee, and apparently without consulting anyone outside the Board, put together the famous "Green Book", *Education after the War*. This is a prime example of what the 1944 Act, the legislation supplementary to it—and of the power and influence of the Civil Service. Not by any means all the proposals in the Green Book found their way

More might have been said about the passage of the Education Bill through the House of Commons, and, for example, how Mr. H. H. Gosden, then Minister for Children, battled so interminably for the retention of the Part III Authorities that he secured as though the debate would never get beyond clause six; or how South Tottenham's school for Mr. Fred Messer, himself physically disabled for handicapped children, finally got a berth.

The proceedings of the Fleming Committee, whose report produced no substantial results, are perhaps too much space—more than the McNair Committee, whose report was entirely rejected. The McNair Committee's lack of balance. To read that the chairman was repeatedly told off for attempting to exceed his brief is highly entertaining, but the fact is not of great historical significance. The topic of school examinations, which produced prolonged disputes, but of the reforms proposed by Norwood were abortive they could have been glossed more summarily.

On the other hand, the chapter on the Inspectorate should not have been completely ignored. And no account of its most notorious passages—their describing the alleged three types of adolescent mind, which fitted so exactly the three types of secondary school being proposed by the Board.

The final chapter, on technical education and the universities, is by comparison with the rest of part three little more than an outline. And, inexplicably, adult education is not mentioned there are only incidental references to it in the whole book. Could one not have had at least a sentence about ABCA (the Army Bureau of Current Affairs), that knight-errant enterprise, begun in September 1941, to educate the serving soldier, compulsorily, in British citizenship?

But Dr Gosden's book is a fine and valuable study. It clearly involved a prodigious amount of painstaking research, especially in the Education Files and the Public Record Office. References to this and other sources (including not infrequently *The Times* and *The Times Educational Supplement*) are scrupulously documented in nearly 1,650 footnotes. Doubtless much of this has been done in the book, which occupies over 600 pages, contributed by Dr Michael Davies, research officer to the project. There are some 50 brief biographical notes on people who played leading parts in education during the war. Not only the names should be grateful to Dr Gosden.

The questions that remain

Ivor Crewe on two studies of Marxism

Considerations on Western Marxism. By Perry Anderson. New Left Books £4.00. 902 208 67 X. Why Marxism? By Robert G. Wesson. Temple Smith £7.50. 85117 114 1.

It would be hard to think of someone better suited to tackle the formidable task of summarily assessing Western Marxism thought than Perry Anderson. An outstanding Marxist historian, Anderson is also editor of the *New Left Review*, the journal which has done so much to introduce modern continental Marxist to British readers. We are not disappointed. Although conceived on a far more modest scale than his *Passages from Antiquity to Feudalism and Lineages of the Absolutist State*, this extended essay shares the same intellectual power and control, the same unity of material and range of vision, the same suppleness of judgment and elegance of expression. No student of Marxist thought, of whatever ideological persuasion, should pass it by.

The aim of the essay, writes Anderson, is to draw a historical delineation of "the general contours of Western Marxism as a common intellectual position". Simplifying his account drastically, Western Marxism has travelled through three stages. The first, begun by Engels and completed by Mehring, Kautsky, Labriola and Plekhanov, was one of consolidation, extending and systematizing Marx's work policy-makers, administrators and field workers with a radical critique of the sludgy service.

in the more socialist state was obliterated under Stalin. Its locale moved westwards, specifically to the three countries with major communist parties (either before or after the Second World War)—Germany, France and Italy. But the banal country of Communist policy made itself in Anderson's distinctive way the only serious revolutionary base—almost as difficult. The effective home of Western Marxist thinkers became the university rather than the party. Marxist theorising came to be dominated by Khrushchev, Kowalski, Kowalski, Kowalski and Mondak. Anderson's critical attention is primarily focused on the ramifications of this severing of the link between the body. Not only are the third generation of Marxists predominantly academics, but their training and interests have been outside the traditional Marxist fields of economics and politics (the conspicuous exception is Gramsci, clearly the hero in Anderson's tale. Dominated by professional philosophers, deeply influenced by the publication in 1932 of the young Marx's *Paris Manuscripts*, this new generation "paradoxically inverted the trajectory of Marx's own development".

It absorbed itself not with the political and economic milieu in which contemporary revolutionary movements operated, but with philosophy and culture, with the superstructure rather than the base—indeed with those components furthest removed from the base: aesthetics, literature, music, and sexuality. Marx's theory of the state was largely coincided with the Second International. The concerns of Marxist thinkers grew more diverse; new problems, different countries came under Marxist scrutiny. Hilferding, Bauer and Rosa Luxemburg constructed a Marxist economics that incorporated the Imperialist and monopolist tendencies in capitalism and the emerging dominance of finance capital. Others—Trotsky, Lenin, Bukharin and (against Luxemburg)—inaugurated a Marxist theory of revolutionary class struggle and, to a disastrously less adequate extent, of the nature of the state in capitalist and socialist societies. Issues which Marx and Engels, despite prevailing orthodox here and there, had never undertaken seriously.

Since the emphasis shifted to philosophy, moreover, other changes inevitably followed. Marx's men of letters continued only a fragmented and embryonic philosophical scheme. Modern Marxists have therefore diluted their account of Marxist philosophy with pre-Marxist philosophers, mainly Hegel, but also Sartre (in the case of Althusser, Kojève and Kojève (Collectif) as well as more recent non-Marxist thinkers such as Husserl and Heidegger (Sartre). And not least, of the consequences has been the further obscuring and technicalizing of language in modern Marxism, about which Anderson is justifiably scathing: Sartre ("a hermetic and unorientable maze of syllogisms"), Lukács ("a cumbersome and all-purpose diction"), Benjamin ("a gnomic brevity and indirection"), and others, were, on the evidence of their other writings, perfectly capable of simplicity and lucidity. Their esoteric idiom reflected esoteric concerns.

There was another major shift of emphasis: modern Western Marxism is permeated with pessimism. Almost every major figure has expressed a dark despair about some article of Marxist faith. Marcuse's renunciation of the working class; Sartre's fatalistic acceptance of bureaucratic domination in socialist states; Althusser's insistence on the

Do or die

Eileen Barker on rape

The Facts of Rape. By Barbara Toner. Arrow 90p. 09 91457 0.

It is not pleasant to be raped. Despite the fantasy of the knight in shining armour most women would prefer to have some say in the matter, when Joe Blugga decides he "wants her"—or, more tellingly, "wants her". It is not pleasant to be raped, but it is pleasant to have been raped, and one reason why it is not pleasant to have been raped is that many men—and women—will consider that really, deep down, you are doing it for it. Somewhere along the line it must have been your fault.

The Facts of Rape presents avail-

able statistics and an historical and contemporary account of the low on rape. There are descriptions of the police, medical, forensic and court procedures which most follow a reported rape and there is a short analysis of what happens to rapists and their victims. Several case histories are included which could upset some readers, mildly telltale others and throw yet others into a frenzy of indignation.

But possibly the most tragic aspect of Barbara Toner's book is the light it throws on the ways in which we assume definitions of both men and women in our attitudes towards rape.

Either woman is seen as perfection—a goddess so pure and chaste that she would be prepared to die

rather than submit to the vile advances of rapacious man—and he that would so desecrate the temple of Diana can be bought, but a satanic beast fit only to be shut away forever from the company of decent folk. Or woman is a slut, who "asks for it" (by, say, wearing a short skirt and make-up, which "constitutes" rather than risks suffering violence) and he who takes her cannot reasonably be expected to resist his perfectly normal animal response to the merest of sexual triggers.

Crewe represents the epitome of contact without communication. It is not a pleasant act, it insults humanity. Barbara Toner suggests that in our attitudes towards those involved in the act we too insult humanity. It is not a pleasant fact.

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 Edited by Hilda Schiff for the English Association
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Further details of the series and a special introductory offer can be obtained from the publishers: National Christian Education Council (Denholm House Press) Robert Denholm House, Nutfield, Radhill, Surrey, RH1 4HW.



30 Books/Biology The world about us R. C. Vernon on biology and the environment

Freshwater Biology. By I. G. Willoughby. The Biology of Insects. By C. P. Friedlander. Microbial Plant Pathology. By P. J. Whiteley. Topics in the Biological Sciences. Hutchinson Educational £4.95 and £2.95 each.

A biology student nearing the end of his course will possibly have only two things clearly in his mind. The first is that his future in the vast fields open to him requires to be brought into focus. The second, and probably the clearer, is the realization that man, like any other animal, is dependent on his environment for the necessities of life and that this simple fact will directly or indirectly influence his future.

Dealing as they do with the applied aspects of their subjects, these first three books in a new series will help considerably in contacting his thoughts on particular problems. The stated aim of the series is to emphasize "the social and economic implications of the topics, and their obvious practical relevance in the world around us".

The authors have kept this aim very much before them. With the world population ever increasing, the worry usually quoted is food sources, but recent events underline the need to think also of drinking water—its catchment, storage and distribution with all the biological problems arising. Dr Willoughby's Freshwater Biology brings these problems sharply into focus. An example quoted is the problem facing the Dutch who may have to look to the Rhine for drinking water by the end of the century. Anybody who has seen the Rhine will realize at once what difficulties this entails.

There is interest in every chapter of this book and many research projects should suggest themselves. As well over half a million insects have already been identified and there are obviously many more still to be discovered, it is not surprising that Dr Friedlander has devoted over half of his book to familiarizing the reader with this huge class of arthropods. Part 11 starts with a fascinating chapter on behaviour and ecology; these are inseparable for each creature what the animal does.

The author's stated aim is to bridge the gap that exists between our knowledge of insects themselves and their influence on our economy

and the perfection of their form "merits them to be included in an easy style refreshingly free from too much technical detail. A discussion on the evolution of the insect body plan is a welcome feature. The book is divided into two parts, the first dealing with the general principles of insect biology and the second with the biology of specific insects. The book is written in a clear, concise and readable style. It is a very useful and interesting book for all those who are interested in the world about us, but it is not a book to be read in one sitting. It is a book to be read in many sittings, and it is a book that will be read again and again.

Two previous books by Roseman and Boudleau, The Outdoor and the Garden, and The Garden and the Outdoor, explored the nature of many everyday objects and looking at them in new ways. Despite the fact that the book is written in a simple, direct and readable style, it is a book that is both interesting and enlightening. The book is a must for all those who are interested in the world about us, but it is not a book to be read in one sitting. It is a book to be read in many sittings, and it is a book that will be read again and again.

City flora Francesca Greenoak

Street Flowers. By Richard Mabey. Kestrel Books £1.25, 7226 5131 1. Trees. By Rosemary and Penelope Kille, Turkeys and Indigest Series. The book is £2.00, 370 01579 2.

Street Flowers ignores window boxes and front gardens; instead, it turns its eye to the alternative city—over derelict sites, into tunnels, along canal banks, peering at gutters and walls and waste ground. These are the places where urban wild flowers flourish and this book takes us on an expertly guided journey of exploration. Richard Mabey writes irresistibly, with enthusiasm and knowledge, not merely identifying the different species, but unravelling the special features of history and biology which enable them to thrive inside a city environment.

This is a book which draws you into a real appreciation of wild flowers, bringing an insight into the

lifestyles of the various city species. We look at how seeds arrive in town, the speedy colonisation by plants of any likely patch of ground, the means by which different flowers cope with city conditions and the ways they send their seeds outward to further and wider colonization. Cities pose particular hazards to survival for wild flowers, but they are a match for the plants.

Street Flowers is a delight to read, with beautiful vignettes interspersed and clearly conveyed without interrupting the flow of the narrative. There is not a slack paragraph in the whole book; it is packed with exciting details, examples and anecdotes as it moves lucidly from one point to the next.

There is a corresponding excellence in the illustration and production of this book. Sarah Knowlton's marvellously evocative paintings and drawings are a fitting complement to the text. This book is one which sharpens the powers of perception and observation of

the world about us, but it is not a book to be read in one sitting. It is a book to be read in many sittings, and it is a book that will be read again and again.

Two previous books by Roseman and Boudleau, The Outdoor and the Garden, and The Garden and the Outdoor, explored the nature of many everyday objects and looking at them in new ways. Despite the fact that the book is written in a simple, direct and readable style, it is a book that is both interesting and enlightening. The book is a must for all those who are interested in the world about us, but it is not a book to be read in one sitting. It is a book to be read in many sittings, and it is a book that will be read again and again.

Sympathizing with flies Cecilia Gordon

The Beaver. The Fly. The Camel. The Leopard. By Barbara Benson. Cambridge University Press Pole Star Books. 45p each.

Text and illustrations are fully integrated in these 16-page books. Each double-page spread carries a large and attractive coloured illustration and a number of detailed line-drawings to "boxes" as well as its share of text. The illustrations have no captions, but are interestingly introduced by line-drawings on the left side covers, one for each double-page, with a numbered key to the items illustrated. This device will unfortunately be of little help to most children, since it is not labelled "index". Its use is not explained, and it carries no page-references. The texts are kindly and anthropomorphic. Each creature is given a personal name (except Brock the beaver's partner, who remains an

anonymous "lady" or "female"). We are asked to sympathize with flies, who "do not seem to understand that no one wants them in the house because they carry dirt and germs".

Each book ends with a list of "small facts" accompanied by simple coloured illustrations of related species. These summaries are useful topic folders, neatly presented, marked only by some clumsy sentences and one misleading statement: "insects ... have no bones, but their skin is like a skeleton." More like a corset, in fact, supporting from the outside; and unlike a skeleton, which supports from the inside. Setting out the prose of the text as though it were verse fractures the less able reader—and seems pointless anyway. The vocabulary is top junior level, but the presentation seems aimed at younger children.

Among this week's contributors:

Ivor Crewe lectures in government studies at The University of Essex. H. C. Dent is an ex-editor of The Times Educational Supplement. Noel Hughes was until recently a director of Associated Book Publishers. Tony Locke is a secondary school adviser in Leicestershire.

Insects A Dictionary of Entomology. By A. W. Ledwith. Constable £5.95, 0 09 460070 5.

This book, containing over 4,000 clearly written definitions, may be regarded as a companion volume to the Dictionary of Zoology by the same author. Here general biological terms, except where they are significant, have been omitted as they are readily available in other dictionaries.

One must appreciate that there are over a million species of insects in the world and to have included them all would have necessitated a much larger volume than this. The author has restricted his book to defining some 3,000 species, the best being towards species of Britain and Europe although he has occasionally strayed and included some tropical and some American species. Most species can be found under the English name and, where a definite Latin name is given, the author refers to a specific insect point of identification, the habit and food plants of adults and immature insects are sometimes given. The book also contains a simplified classification of the insect phylum and a bibliography. This should prove to be a most useful addition for the entomologist's library although the price may be somewhat prohibitive.

METHUEN WRITING MATHS & GAMES IN THE OPEN CLASSROOM HERBERT KOHL The authors own experience in primary and secondary schools is an exciting example to teachers and parents...

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ENGLISH LITERATURE Reviews of books on English studies in general, and on Shakespeare, Shelley, Byron, Wordsworth, Conrad and F. R. Leavis in particular Next week in the TIMES EDUCATIONAL SUPPLEMENT

31 Books/Education Thick pencils, new words Margaret Spencer on written and spoken language En masse Nicolas Walter

Children and Language. West Sussex County Council. Available from Globe Educational, Roundwells, Havant, Hampshire RG21 2XR. 333 19919 7.

As the Bullock report was moving towards publication, a number of teachers in West Sussex met to consider the progressive development of children's use of written and spoken language during the early and middle years of school. Discussion groups were held over a period of two years and a range of themes studied. The result is a document which can prove more immediately useful and much less daunting to teachers than the formidable ponderousness of A Language for Life, because it shows the teacher's need for theoretical explanation is powerful and relevant, and that it grows out of reflections upon actual classroom activity.

There are suggestions as basic as "she should join the group, and by sitting down with the children, identify herself more closely with them" and expositions of M. A. K. Halliday's Explorations in the Functions of Language. The new media sit easily alongside the traditional practices. Above all the teachers have shown quite clearly that the children's interests and intentions are where their use of language begins and is extended, so that their play, books, crafts, art, music and mathematics are drawn together in a remarkable synthesis.

At the same time there is neither an exclusive viewpoint nor a condescending tone in writer-to-readers. The teacher more inclined to "through grounding" can be helped to extend her range just as one more loosely framed can be encouraged to see the benefits of structured learning and how to promote it. The coverage is remarkably thorough, combining exposition and illustration of all the language areas.

It begins with the earliest stages, but the progress is not measured in years or figures of any kind. Indeed, this is one of the best practical exemplifications I have seen of Brewer's notion of language as an example of "the spiral curriculum". The strongest emphasis is on the teacher's relationship with the child but there is no ducking any of the facts related to planning and provision, understanding and activity. The teacher is offered a synthesis to "learn" and a detailed description of the teacher's role in this collaborative enterprise.

The chapter which deals with language and mathematics links the children's spontaneous play with their own concepts of pattern and shape. It embodies understandings useful at a later stage for discussing "language across the curriculum". In their discussion of writing the authors face up to the child's needs and initial difficulties of skill and practice. It is interesting to see how

they move from thick pencils and letter formation, punctuation and the pitfalls of project work, to the tripartite modality of James Britton's researches. The essentials of reading, stories and poems are embedded in the actual endeavour of teaching in a way that is rare enough. In the section on drama there is almost as much as in the Bullock Report itself, and certainly more insight and optimism about its relevance and use.

The most remarkable feature about this collection of discussion papers loosely bound for insertion in an A4 file as working notes) is the evidence they provide that good teachers do not need to be told what to think and what to do. They generate their own expertise from looking critically and closely at their practice in the light of other knowledge. What they need is confidence to tackle the theories. This confidence can be enhanced by research and in-service training, but in the end, the classroom is rich and the teacher's intuition and the teacher's knowledge.

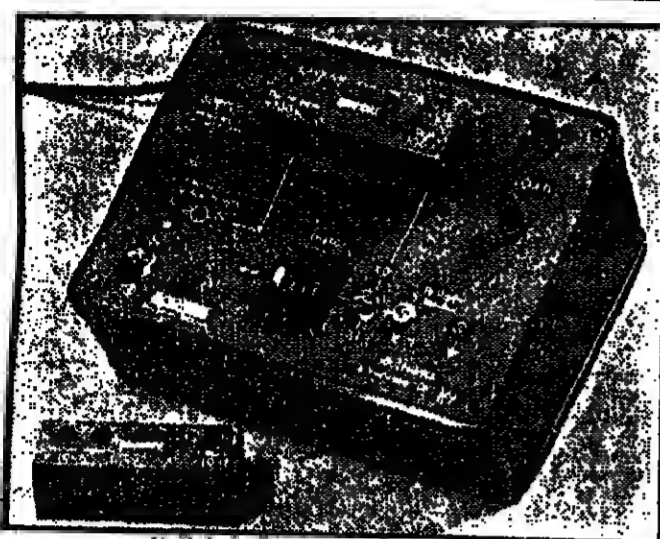
Mass Society. By Salvador Giner. Martin Robertson £8.75, 65520 014 6.

Salvador Giner has produced a study not of mass society itself but of ideas about mass society from ancient Greece to the present day, which belongs to the history of sociology rather than to historical sociology. He is a clear-thinking and clear-writing scholar of Spanish origin who has previously produced a useful textbook of sociology, and this monograph—based on his doctoral thesis ten years ago—will be found valuable by lay as well as professional readers. He is cogently critical of the theory of mass society, which equates the tendency of rulers and thinkers to see other people as a mass rather than as individuals like themselves. The moral is the old one that we should treat other people as we would like them to treat us. Dr Giner states his own dangerous theory as well as to practice it, to ignore this rule.

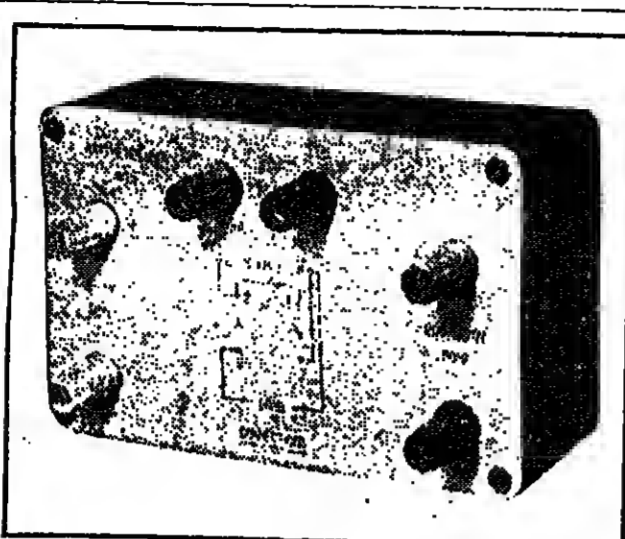
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Science

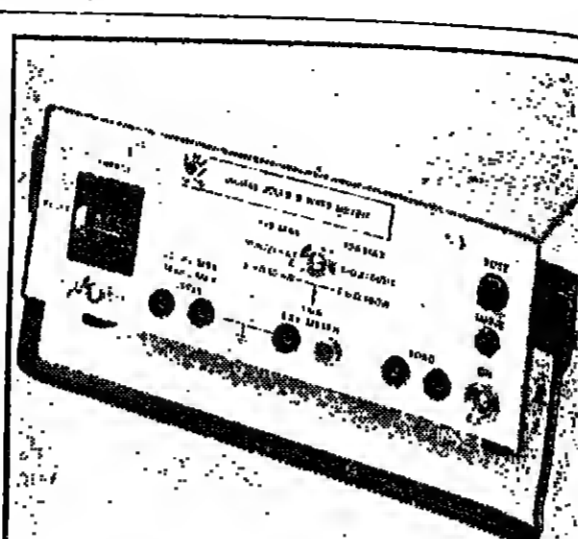
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The advent of light emitting diodes (LEDs) and liquid crystal displays (LCDs) have led to a wide diversification of digital read-out instruments. There has been digital read-out for many years in car mileometers but these were, and usually still are, mechanical devices.

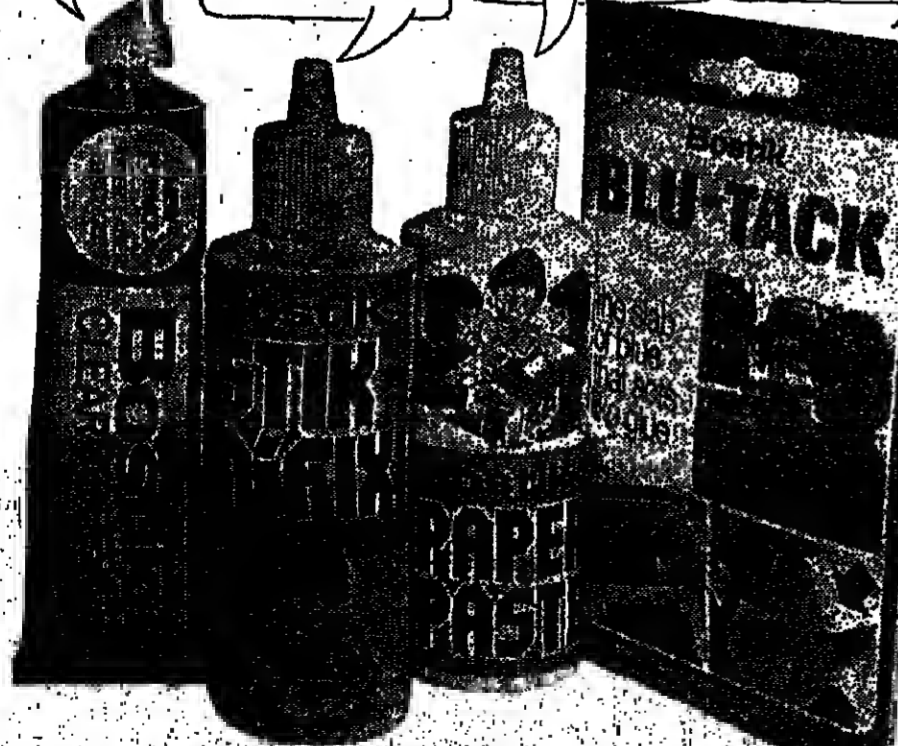
The production and use of digital instruments is increasing. There has been digital read-out for many years in car mileometers but these were, and usually still are, mechanical devices.

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Community access and local broadcasting

GRAHAM WADE on a new communications group

A new organization, the Community Communications Group, was founded at a conference in Milton Keynes recently. About 70 people from all over the United Kingdom came to the meeting, which was organized by a small group of people active in community media projects, including local cable television.

It was attended by teachers running schemes for unemployed school leavers, youth and community education workers, specialist media groups, communication researchers, PROP—the prisoners' rights group, and a member of the BBC unit which produces the access programme Open Door.

The conference discussed why a community communications group should be set up, and what aims it should pursue. Michael Barrett, who runs the new publicly financed cable TV station in Milton Keynes (Channel 40), stressed the importance of ordinary people being able to have access to all media, especially radio and television.

Now was a crucial time for those interested in access because the Annan Committee's report on the future of broadcasting will be appearing shortly. This document is likely to influence the degree of participation allowed on radio and television.

At present each department, especially at central government level, refers inquiries to another department, and in the end they all deny any responsibility for funding media projects. Locally things are little better with many groups competing for the small amount of money available from arts organizations and charitable foundations.

Paul Bouner of Open Door felt there should be a well organized structure for video based at three simple levels: national, regional and local, with the national level being publicly funded because it conferred positive benefits on the community.

Some voices were raised about the predominance in the discussion of television and radio to the exclusion of community newspapers. This was resolved by making specific reference to them in the formulated aims.

The conference agreed on three points: to campaign for broadcasting policy to give people living in cities, towns and other neighbourhoods the right to own and/or operate their own radio and television studios; to encourage the growth and development of local communication services, e.g. community press, independent video, film and radio groups and communication resource facilities; to campaign for adequate funding for such community communications services from a variety of sources.

Environmental issues

by Jim Anthony

Energy conservation
Part 1: Energy resources and use
Part 2: Energy conservation
by P. G. Sharp and Harry Brown
Filmslip and notes, £3.75 or £4.25 each part. Slide pack £7.25. Cassette £3 each part.
Diana Wylie Ltd, 3 Park Road, Baker Street, London NW1 6XP.

The Right to Pollute
Part 1: The developed world
Part 2: The third world
Two filmslips, cassette, duplicating masters, notes £11.70
EAV, Butterley Street, Leeds LS10 1AX.

Energy, its use and the resources needed to generate it are well served nowadays by audio-visual aid producers who are aware that it must rank as one of the vital issues for students to consider, together with famine, over-population and other environmental issues that have been around a little longer.

Conservation is a slightly more nebulous concept; it can embrace the recent advances in synthetic woodpulp so that fewer trees need be cut; the incineration of rubbish to generate heat which is supplied to hospitals; stricter anti-pollution laws for international shipping or, viewed cynically, it is half a dozen children from rich homes giving on a Saturday afternoon to scramble in and out of a ditch removing bike frames and rubbish.

To call these two packages worthy and workmanlike is not to damn with faint praise; it is simply a matter of presenting the well known arguments in a cogent and attractive way. Both provide fair summaries of the problems and possible solutions facing mankind, with well-written, if slightly pedestrian texts to back up high quality filmslips.

covers topics such as population, nature conservation, restoration of buildings of architectural merit, and water pollution. Part one covers the sources of fossil fuels such as coal, oil and the associated gas, the generation of electricity from these and other resources, and food as the basis of human energy.

The second part considers the profligate way in which man treats these exhaustible assets, and the related steps he is taking to use them more frugally, such as by installing thermostatic controls and fuel economy by road vehicles. Future finite resources and their uses are explored.

This series is suitable for any secondary school or adult audience, and has been tried successfully with the top tiers of a middle school. Children familiar with the BBC radiovision packages take easily to this format, and the teacher has the advantage of being able to stop the tape and filmstrip at any point.

The good quality pictures are seen to best advantage on a double frame projector. Classes who work individually with the smaller child-operated hardware should get the most from the filmstrip. The teacher's notes offer paragraphs of the context of human health and welfare, and the producers could hardly have chosen a more effective illustration than the Minamata crisis, albeit at length, in which a whole Japanese maritime community suffered through marine pollution. Some of the sound-visual juxtapositions are grimly ironic.



From "The Right to Pollute".

Part one looks at the dilemma of industrial nations endeavouring to maintain their rate of expansion and the problems of exploitation, pollution and depletion of resources they must either face or evade. The aim is to define pollution within the context of human health and welfare, and the producers could hardly have chosen a more effective illustration than the Minamata crisis, albeit at length, in which a whole Japanese maritime community suffered through marine pollution. Some of the sound-visual juxtapositions are grimly ironic.

Part two offers more hope, with the recognition by the major industrial powers that they have a responsibility to the developing world. This is very acute, thought-provoking material, with an estimated target audience of 14 upwards. Packages like these can only be an influence for good, provoking constructive discussion and thought.

Noisy games

by Keith Stapylton

Sounds Lotto
Game with cassette
E. J. Arnold and Son Ltd, Butterley Street, Leeds. £6.50.

This set of six boards is designed to help children to distinguish sounds, not phonics as may be suggested by the title. Accompanying the game is a tape of 31 noises—animals, people, engine sounds, rhythms and natural sounds such as wind and fire.

There are three sequences of sound, varying in order and length and diverse enough for repeated use. Starting the tape in a different place each time ensures that no one board guarantees a winner, though a teacher could arrange for a speedy child to win.

The sturdy boards have coloured sound and words on one side, words only on the other, again widening the potential of the game. Their main use would be with infants who had not learnt to read. As well as helping children to distinguish sounds, they could introduce them to things they had not yet met—a duck, a typewriter, a gull or even the sea or a cow—which occur in many reading schemes quite early on.

One sequence also introduces sounds in groups, animals, people, and so on, which would tie in well with pre-number grouping activities. They could also stimulate discussion.

If not over used the games are interesting enough and the sounds exciting enough to appeal to older children who have difficulties with conversation or creative thought, as well as helping their reading difficulties.



Upstairs and downstairs at Longleat

Ensuring that children make the most of a visit to a stately home is by no means easy—as every teacher and parent who has tried knows only too well.

The Education Advisory Panel at Longleat House in Wiltshire has now created two study packs to enhance the enjoyment and educational value of the visit.

Entitled *Upstairs and Downstairs* and *Books, Costume and Heraldry*, they cover three curriculum areas: humanities, social studies and creative arts. For each of these, there is an information sheet and a sheet of photographs and prints, plus a bibliography.

The social studies section focuses on the vast numbers of servants employed at Longleat before and during the First World War, and their hierarchy is explained. A butler carrying a letter on a silver tray might pass a housemaid on the stairs struggling up with a heavy bucket of coal; he would not dream of helping her, nor would the expectant child who buys difficulties with conversation or creative thought, as well as helping their reading difficulties.

Video technique

In a course of nine weekly lectures the South London College is teaching video recording, with the aid of experts from the BBC and elsewhere. Subjects include monochrome and colour recording techniques, systems and applications for magnetic tape recorders and cassettes.

Details from South London College, Knight's Hill, London SE27.

Free catalogues

Three new catalogues of slides, filmslips, overhead projection transparencies and cassette tapes have been produced by Audio-Visual Productions for use in science, geography and the humanities. Topics include moon travel, human reproduction, Victorian costume, Roman architecture and traffic pollution.

The catalogues are free from Audio-Visual Productions, 15 Temple Sheen Road, London SW14.

More and more dim

Automatic dimming can be done with the new modular Auto-dimmer produced by Lightomat Ltd. Its speed range is between one cycle a second and one cycle in 10 seconds and it can handle 15kW. It has two sliders for rate and background control.

Details from Lightomat Ltd, 380 Station Road, Harrow, Middlesex.

Experts in the field

A wide range of publications is available from the National Playing Fields Association. They cover specifications for sports grounds, suggestions for shared use of facilities, information on costs, layout guides and aspects of adventure playground organization.

The association also runs courses on playleadership runs from April 13-15; the training course for playleaders runs from July 19-21.

Details of publications and courses from the National Playing Fields Association, 25 Ovington Square, London SW4.

Meals on wheels

Trolleys for various makes of cooker, are available from the King Cola Tube Bending Company. The trolleys will house the Belling 45C, GEC Little Treasure, Belling 120 or 520, Selar, Microcook or Tricity Coronet. These are all 15-amp supply cookers.

An optional extra is a cabinet which backs onto the cooker, giving a greater work area. The trolleys cost from £24.85 and from £55.85 with cabinet, plus VAT, carriage and handling charges. Further information from King Cola Tube Bending Company Ltd, 40 Buckland Road, Pen Mill Trading Estate, Yeovil, Somerset.

A calendar designed for pupils

The calendar designed for pupils in the 16 to 18 age group is available free to all schools in the London area and the 10 counties around London.

The calendar features works of art by Picasso and Rembrandt and gives details about the pictures. Among the other illustrations are reproductions of royal signatures dating back to Richard II in 1386. It has been sponsored by several companies and government services, who publish fascinating advertisements on the calendar.



"Femine se colliant" by Pierre Auguste Renoir.

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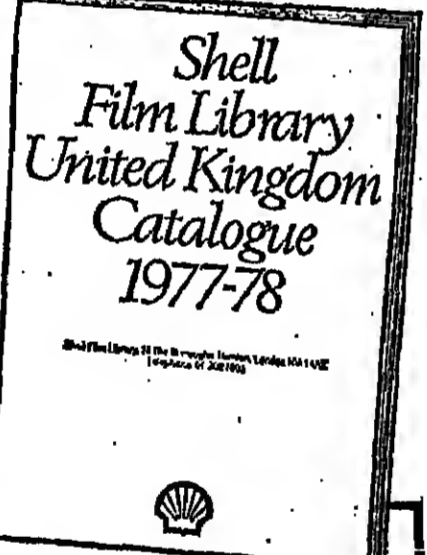
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This Week in The TIMES

Henry Chilver on what higher education should contribute to industrial regeneration.

A profile of the Polytechnic of Wales.

Five pages of new books in politics.

HIGHER EDUCATION

SUPPLEMENTS

On style and substance.

34

Reading habits

Redvers Brandling

The need for all children to read fiction is an important one, particularly if we heed James Britton's opinion, that it is through stories that children "enter into the experience of other people". But the acquisition of reading skills does not necessarily stimulate motivation, or the sort of selectivity of material which some teachers would like to see in their children. Margaret Spencer has made the point that we teach children not to read books but to read reading books. Every experienced teacher is aware of those children for whom reading is a laborious task rather than a rewarding exploration.

Perhaps of equal concern is the number of children who are skilled and fluent readers, but who are unenthusiastic about reading fiction, or gravitate with monotonous regularity to books for which their teachers have no use. A high proportion of children's choice of fiction often differs widely from what their teachers would prefer them to read.

A colleague of mine recently completed a piece of painstaking research when he reviewed the reading habits of a group of third-year junior children in a still largely rural area. The children included representatives from all five of the recognized socio-economic groups; the average reading age of the group of 12 children was 10.06.

In their school they had access to an attractive book corner, and a library which contained a number of books far in excess of the average of 1,300 recorded in the national survey in the Howden report. Outside library resources were also available.

Some of the opinions collected revealed in this research were most interesting. None of the children stated a preference for reading rather than watching television, and the only one to establish popularity of authors over a period of some months the number of times a por-



ficider author's books had been read gave rise to a "league" table which began: E. Nesbit, 23; H. E. Todd, 4; Michael Bond, 4.

In reading through transcripts of the tapes made by four of the children I found their reasons for choosing so many Enid Blyton books true to life, honest, but obviously not well researched by adult standards. Comments such as "she's the best—I think she's a good writer—her books are easy to read" would probably be repeated by many 10-year-olds, whereas an adult might note the author's exploitation of the group situation, and the fast moving plots which quickly envelop the reader.

As one who is "guilty" of reading escapist literature myself, I feel little sympathy with adults who seek to withdraw similar reading material from groups of books offered for children's choice. At the same time I do feel it is our responsibility to try to extend children's choice of books in sensitive and unobtrusive ways, so that their



Fiction yearbook

David Burns

Every teacher knows that little can be done to encourage constructively each child's reading without an encyclopaedic knowledge of the vast number of books available. But how on earth is one to keep pace? Even a cursory glance at the fiction in most school libraries indicates the time lag between publication and recognition by schools of books which should have been made immediately available to children. The process by which books are selected is too often a random one, for which unhelpful publishers' catalogues must share the blame.

The situation is probably least satisfactory at pre-secondary level: not necessarily through lack of interest by the teachers, but as a result of the non-specialist nature of the job, the total absence of trained librarians and the failure of most junior schools to appoint a teacher responsible for the school's book policy as advocated by Bullock. While the secondary school library may be better stocked, through the requests of English staff (surely they know the books—don't they?), few could claim to be fully in touch with the constantly expanding world of children's fiction.

The trained full-time librarians in primary schools are a scarce resource; the school's major resource is more likely to be in the ageing hands of the school's chaplain or Chinese, filling in their timetables as the subject in their

own. As Bullock suggested, the untrained librarian is normally a more administrator and guardian of the shelves, a figure as likely to deter as to encourage, and certainly not qualified to select the school's fiction.

The recent Schools Council research project into children's reading habits showed again that the school which "succeeds in fostering the reading habit", regardless of intake or other external pre-conditions, was the one where, using "zealous and intelligent direction", there was "a teacher or librarian who was himself a keen reader and, therefore, prepared to take seriously the development of the children's reading".

It is a gloomy prospect when one considers how little we read as a profession, and how few of us fit that description—or even could if we wanted to, given the size of the task and the pressures of daily existence.

There are in-service training courses, but places are limited, and teachers reluctant to land a colleague with their classes during the day, or and up sacrificing another precious evening. *Growing Point*, *School Librarian* and other journals are a great help, but are sadly under-used by teachers.

In Avon we were looking for a process whereby schools could be kept informed about recent children's fiction, without at the same time burdening them with administrative irritations, subscriptions and so on—even having to rely on a pre-existing commitment which schools do not keep in touch with recent fiction.

"Growing out of a course run by

Aldan Chambers, the Avon Teachers' Children's Books Group was formed. The group is unusual in that the county English adviser is able to provide financial support. This makes it possible to provide every school in the county with an annotated booklist, which arrives in the Avon post-bag twice a year. Each edition contains annotations of some 100 titles published in the preceding twelve months. The reviewing, designed to give some indication of content and quality, is undertaken by a small group of experienced teachers, representing the complete age-range from nursery to upper secondary.

The intention is that most of the books reviewed in the year's booklist will be taken round the teacher-centres and teacher-training establishments. There is, after all, no substitute for actually seeing the books, and hearing them enthusiastically.

The initial response from teachers and publishers has been encouraging. One's hope is that it will ease the burden for the committed, and encourage teachers to re-examine themselves and, most importantly, to look at a trickle of good recent fiction which those schools where there is, as yet, no commitment.

Copies of *Recent Children's Fiction* are available from The English Adviser, Education Dept., P.O. Box 57, Avon House North, St. James' Barton, Bristol BS99 7EB, 25p, including p & p.

David Burns, formerly head of English at Withwood School, Bristol, is now English adviser Gloucestershire. The scheme now covers Gloucestershire and Avon.

With schools on skis

Tim Albert

Wednesday: A grey, frosty January day as we awoke at what would normally be breakfast time. A rather nervous start as we fly to Geneva, then transfer onwards by coach. But it is a smooth start, with the main problem so far being the coach who spills the contents of her suitcase all over the airport lounge.

The Kingsinn upon Thames party to which Schools Abroad has attached me consists of 75 secondary age boys and girls from three schools, with eight teachers, including a Harlequin second XV wing three-quarter, and a former silver medalist in the women's sprint relay in the 1958 European Games. The leader is Mrs Cynthia Hilton, head, magistrate, a jolly and efficient woman with a splendid Queen Mum fur hat and a courageous French accent.

The party has prepared well for this trip (which, being in term time, they insist is not a skiing holiday but an Alpine studies course). They have visited a dry ski run, had weeks of exercises and planning meetings, packed one box full of suitable library books and another full of project cards, and prepared leaflets giving all necessary information and more, ranging from the longitudinal sections of valley glaciers to how to say, in French, "We will now learn to snow-plough. Good luck."

We arrive in mid-afternoon at Leysin, two hours' drive from Geneva, said to be the fifth largest ski resort in Switzerland, and the scene of the death of Everest climber Douglas Heaston just two days before. It is one of those Alpine villages that straggles along the road that winds up the mountainside—and today is under a thick carpet of snow.

One or two shrewd entrepreneurs (mainly outsiders) have realized just how good this schools' market can be. They have put together a package for Schools Abroad which at £90 odd for the week seems very good value, and which includes full board, travel, ski lessons, hire of equipment and use of ski lifts and a variety of sporting facilities. In return they are virtually guaranteed a steady stream of youngsters, whom they can pack into bank beds, and rely on for soft drinks and pin-ball takings.

Thursday: The party quickly slips into its routine. Breakfast at 7.30, two hours of ski lessons and three-quarters of an hour of environmental studies. Lunch, two more hours skiing and another hour of environmental studies, dinner at 6.30 and a variety of evening activities.

On the slopes in the morning I find my self in the boys' beginners' group. Our instructor, Gilbert, is a former local ski champion and bank manager, whose yacht never quite allowed him to sail round the world, and who is now back for the season as ski instructor. Good teacher though he is, I am terrified to find myself on a slippery slope with strips of wood lashed to my feet, and boys and girls half my age whizzing down the slopes around me. How nicely they are all settling in. "And I haven't yet had to dispense a single Alka Seltzer."

Friday: First sick call for Mrs Hilton, who takes to the doctor one girl who has twisted her knee, and two girls who have been sick in the night. "Yes," says the American-born doctor, "it looks as if you may have brought something out with you. And yes, it could spread." But meanwhile, out on the slopes, it is another world; the sun shines, the sky is azure blue, and we have all learnt to stop. That is a great help.

The lunchtime meet turns out to be the favourite of the week—fish fingers—and in the afternoon we take the cable car up to the top of the mountains. Afterwards it is "circus night", when children have the choice of swimming in a hotel pool, skating in the sports centre, or tobogganing by torchlight. As muscles I never realized I had started to ache, I order a brandy. It costs £1.25.

Saturday: The weather has turned bad again, and it is gushing snow as we learn the technique of how to ski across steep slopes without tumbling down to our deaths. In the afternoon the whole party goes on an expedition: down the rack and pinion railway, then on to an ordinary train with a stop to look at the Cimouau de Chillon, then in Montreux to do some shopping, and back again.

At least that was the theory: something went wrong somewhere, and we are put on a train that does not stop at Chillon, but goes straight through to Martigny. Undaunted, Mrs Hilton calls a hurried payment conference of her lieutenant, then slices up the party into manageable groups and sends us all on the 10-minute journey back to the castle by bus. Then back into the town, where the children buy a range of Leysin presents, from music boxes to conch shells.

That evening there are films on skiing and mountaineering, and your reporter falls asleep before nine o'clock, the first time for many years.

Sunday: Several more girls have been ill to the night, along with one of their teachers. We are read the riot act on personal hygiene: wash your hands very carefully and use a piece of paper to pull the chain with.

EXTRA Winter sports

"Can you be a reporter with a broken arm, Sir?" they kept asking Tim Albert

Onsite, it is not only raining, but we have to leave the comparatively safe field at the end of a 1.5-hour lift. It is bad enough getting up—and most of us fall off at least once—but worse of getting down. My confidence evaporates, as the children insistively understand. "Can you be a reporter with a broken arm, Sir?" they keep asking.

Another circus night, and one of the girls slips while queuing for refreshments and has to go into hospital. The sixth-formers go out for a tonic, while the two teachers who go with them find themselves paying £15 for three bottles of wine.

Monday: Another fine day but the casualty list is growing. The girl who fell over in the pool has to be carried up and down stairs, and one of the boys is sick in his boots. A teacher falls off the T-bar and tears a ligament, while the ex-European sprinter tumbles head first down a steep slope and announces her retirement. "The older you are the more tangles you can see," she says. I agree, and spend the afternoon taking photographs on foot. Experts say the snow is bad, and a few of the kids fall and hurt themselves. But must we be leaving it?

Tuesday: "The last day already, hasn't it gone quick," says one of the girls. Gilbert has taken me to one side and virtually called me a coward for not wanting to take the test. I do so: it is rather like a human dressage as I show him how I have learnt to walk and try and go down slopes and across them and stop. I pass, and get a certificate, declining to pay the £1 for a bronze medal, but congratulating myself that some people have done even worse.

At lunchtime I am told that 75 per cent of all major accidents happen on the final tuition times. That afternoon, while the instructors organize a slalom race, one of the girls goes straight down the slopes out of control, and breaks a leg. The teachers are upset, though they have organized things well and it certainly wasn't their fault.

At the presentation that evening kissing of instructors is forbidden in case it spreads our germs. My hotelier invites me for a fondue, and then charges me a special supplement for it.

Wednesday: Sympathetic heads turn in the airport lounges as we thread our way through. At Geneva we look more like an assault course than an Alpine studies one. Three girls in wheelchairs, three with slings, one in an ambulance after a bad asthma attack at several thousand feet, another clutching a baggage trolley after fainting, and several others looking green and grasping their plastic bags. "It's been not without incident," say the teachers. "Really good fun, say the kids. And, of course, it's no local difficulties not withstanding, they are absolutely right."

Thursday: Several more girls have been ill to the night, along with one of their teachers. We are read the riot act on personal hygiene: wash your hands very carefully and use a piece of paper to pull the chain with.

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Photos by Tim Albert

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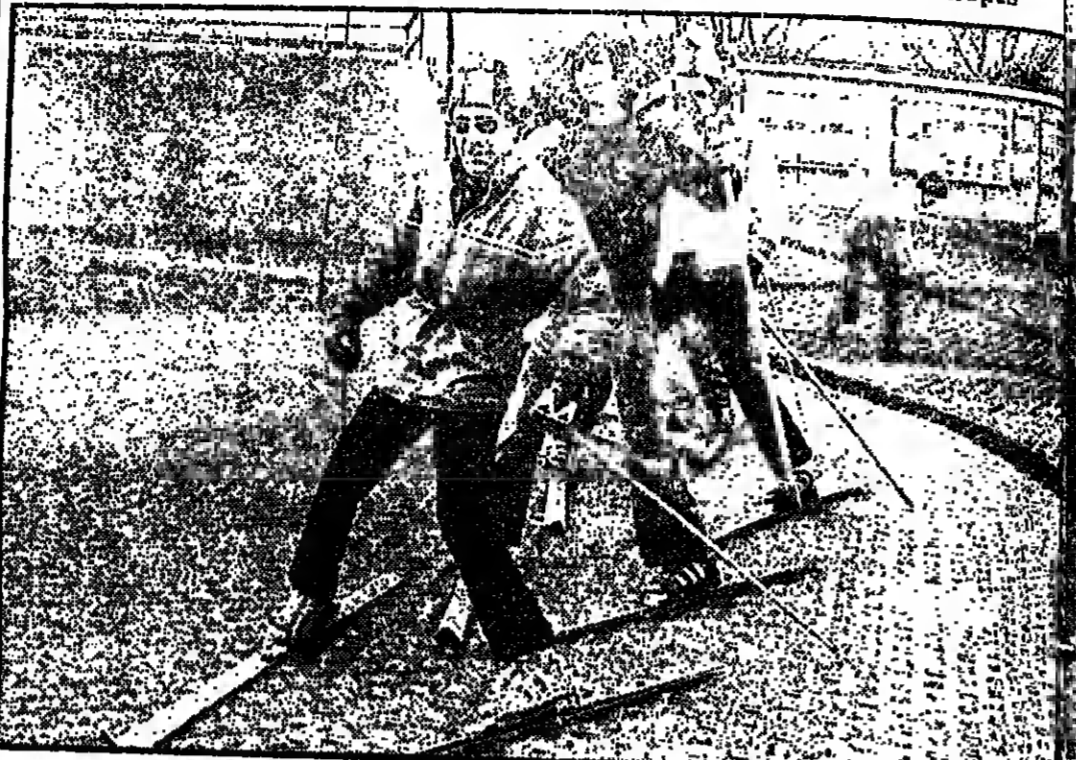
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WINTER 1977-78 SKI TOURS BY BRITISH SCHOOL COACH TO AUSTRIA-FRANCE-ITALY-SWITZERLAND

Next year begins next week

Early planning, good organization and dry ski-training are first essentials for successful school skiing holiday. Bill Kent prepares the way to the slopes



Bill Kent and class on the artificial slope at the Alexandra Palace Ski Centre of which he is a co-ordinator

Ski trips should be fun, not merely for school children, but for teachers and party leaders. But they must be well planned. There are specialist tour operators who deal only with school parties...

When the time approaches for departing, collect the remainder of the money and make arrangements to deal with rucksack money, passports, and, if necessary, arrange for new ones.

These are the essentials: ski pants (not jeans); ski boots (not wind-cheaters, sailing jackets, parkas, etc.); one pair of gloves (mitts if possible); and one pair of goggles or sunglasses; two pairs of socks (not



Boots are the most important item. Here trouser length and ankle hant are correctly fixed up.

Boots are the most important item. Here trouser length and ankle hant are correctly fixed up. Photo: Peter Roberts

Beginners, please

by Robin Mead

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Let us solve your equipment and clothing problems. "Hire or Buy". Choose which is best for you. Whether you are asking the wiser or next we would be pleased to bring along a display to school for parents and children.

SKI * SKI * SKI * SKI DUTY FREE ANDORRA

We Learned to Ski, by Harold Evans

Book your first skiing holiday and get involved in the technicalities of slopes, runs, and snow conditions.

These are more bad moments when you find out that in talking about a snowplough your ski instructor is not referring to a vehicle which clears roads, and when you keep falling off what more capable skiers refer to as "the idiot lift".

Wise words from a team which included one man—Harold Evans, Editor of The Sunday Times—who was past 40 before he took up skiing.

Perhaps because it combines such commonsense observations with

step—which in any event we should have in our own—would be the problem of fully qualified provision. Not many of our travellers would qualify for this type of holiday, but many of our more adventurous youngsters would want to be able to join in what is, for Central European youngsters, a natural annual event.

Alpine clubs keep their own mountain huts. They take great care to make sure that they are fully stocked with logs and fuel for cooking, and some now have electricity. Heat comes from old-fashioned fireplaces, which are also used for cooking. Water comes from troughs outside—after first breaking the ice with pickaxes and, needless to say, boiling all water first.

There is a definite need for higher standards on both safety and fitness, and the SPO courses—apart from practical instruction on the artificial slope—include theory and demonstrations on safety bindings, ski care, ski clothing, selection of boots, and safety discipline in the mountains, and safety procedures on these courses can be obtained from the secretary of regional association, from the local artificial ski slope, or from the I.S.A. adviser.

Further information on the National Ski Federation of Great Britain (NSFG), 118 Eaton Square, London SW1W 9AF (235 8227).

The Ski Club of Great Britain (SCGB), Cannon Square, London SW1W 9AF (235 8711).

Further reading: We Learned to Ski, by Harold Evans, Brian Jackson, and Mark Ottaway. (Collins.)

Book your first skiing holiday and get involved in the technicalities of slopes, runs, and snow conditions.

They are less flattering about the American graduated length method of instruction, although they accept that it can help to iron out faults or come to the rescue of a skier who is not progressing.

Such technicalities are important. But the book's emphasis is on the fun of a skiing holiday, and the authors go to great pains to reassure those who might be put off as a result of being the victims of a bad ski school, bad equipment, a bad resort, or a bad choice of package holiday.

It is calculated to add to the numbers of those who have already been bitten by the ski bug because of its sheer practicality for, as the publishers say tersely in their introduction, "it shows the authors' own way to the resort, and the equipment they used to get there."

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Schools abroad

Ski-ing for Schools 1977/78

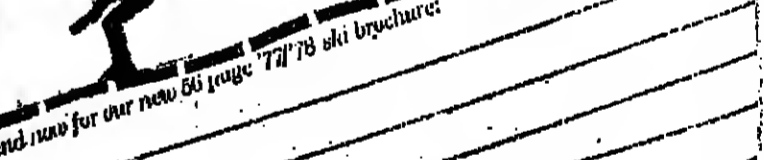
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Schools Abroad Limited 42-44 Church Road, Burgess Hill, Sussex RH15 9AE. Telephone: Burgess Hill 42925



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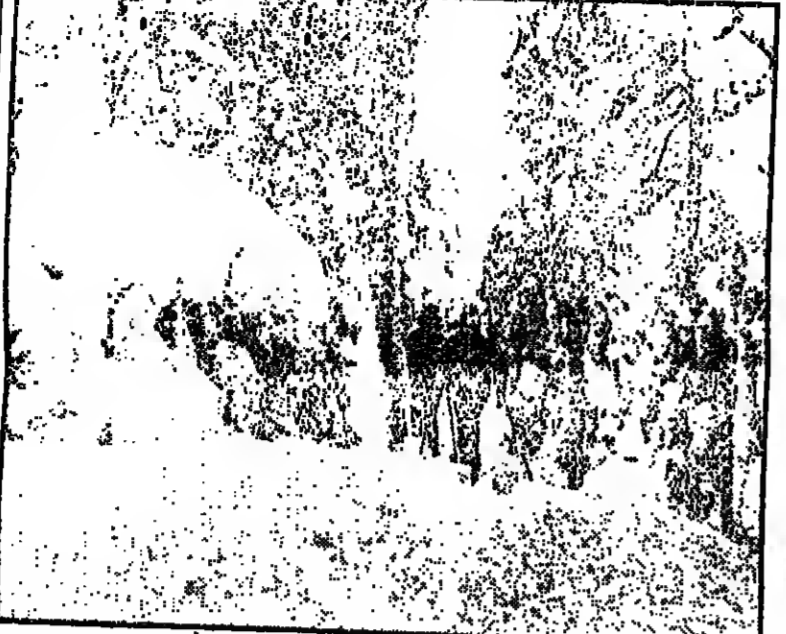
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Dudley Wilson on ski-rambling in Finland



Along a forest trail in Finland

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You can Nordic ski on round trips from one end along marked tracks illuminated by search lights... You can ski in Finland in Lapland. You can ski in Lapland...

Along a forest trail in Finland... The best time to go is towards the end of February, the 'pearl month' or early March when days lengthen and the sun strengthens...

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Table listing various educational and professional appointments, including Nursery Education, Deputy Headships, and Primary Education across different schools and locations.



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ilea Inner London Education Authority

For teaching posts in Inner London. See page 49



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The charge for advertising in all classifications is 66p per line (minimum 3 lines). Display in classified advertisements £3.80 per single column cm.

Derbyshire headship. Applications are invited from suitably qualified primary teachers for the Headship of the following school: Allenton Nursery, Derby. Closing date 4th March, 1977.

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HEADTEACHER GROUP 5 BURNHAM SCHOLES Plus ANNUAL ALLOWANCE £402 Plus ANNUAL SUPPLEMENT £312 Plus SOCIAL PRIORITY ALLOWANCE £201 or £273

Application forms may be obtained from the undersigned and should be returned by February 25th, 1977.

Education Offices, J. A. Wilkie, M.A., Ph.D., Director of Education, 15 Broadway, Stretford, E15 4BH



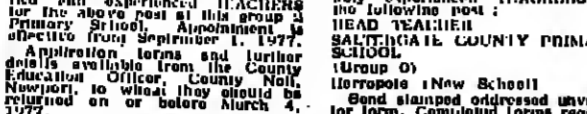
PRIMARY HEADSHIPS continued

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NORFOLK COUNTY COUNCIL Education Department

HEADS required for (1) Terrington St. Clement Marsh C.P. School (Group 1) (2) Wroughton Infant School, Gosleston (Group 5)

DEPUTY HEAD for Greenacre Junior School, Gt. Yarmouth (Group 4)

PRIMARY HEADSHIPS continued

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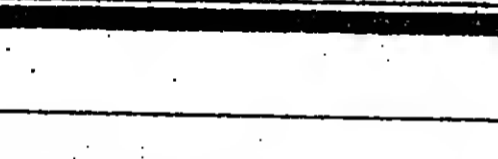
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Applications are invited from suitably qualified primary teachers for the Headship at the following schools.

St. Anne RC Primary School, Buxton GROUP 5

St. Mary's RC Primary School, Chesterfield GROUP 5

Draycot Primary School, near Derby GROUP 4

South Wingfield Primary School, near Alfreton GROUP 3

Closing date 4th March, 1977

Applications and particulars for the above posts (a.e. footcap places) from the Director of Education, County Offices, Matlock, Derbyshire DE4 9DQ.

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Closing date 4th March, 1977

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KIRKLEES Education Committee

KIRKLEES Education Committee

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County of Cleveland

PRIMARY SCHOOLS

SACRED HEART R.C. JUNIOR SCHOOL, Ayeston

LISTER STREET JUNIOR SCHOOL, Lister Street, Hartlepool, Cleveland

SIR WM WORSLEY INFANT SCHOOL, St. George's Road, Grangeston, Middleburgh, Cleveland, TS6 7JA

Financial assistance with household removal expenses is available in approved cases.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement, unless otherwise stated.

Secondary Remedial Posts continued
HILLINGDON
London Borough of Hillingdon, Uxbridge, Middlesex. Tel: 0181 845 1195

NEWMAN
London Borough of Hillingdon, Uxbridge, Middlesex. Tel: 0181 845 1195

LONDON W.6
SALVO IFAH (HIGH SCHOOL)
212 Homerton Road, W.6

First Teaching Appointment: Preferred Post Scheme
Students seeking their first post are advised that registration as a new teacher is essential.

Primary Schools
Headship
E.61 AUSTHURP PRIMARY SCHOOL (No. 6) roll: 211 5-9 years

Middle Schools
Deputy Headteacher
S.49 HUNTSLEY C. OF E. NICHOLE SCHOOL (No. 6) roll: 278

Scale 4 Post
S.69 BELLS ISLE MIDDLE SCHOOL (No. 6) roll: 579 9-12 year

High/Secondary Schools
Deputy Headship
N.27 ALLERTON HIGH SCHOOL (No. 6) roll: 473 13-18

Scale 3 Post
N.25 CENTRAL PARK GRAMMAR SCHOOL (No. 6) roll: 1,000

Other Posts on Scale 2 and above
HARROW
LONDON BOROUGH OF HARROW, Uxbridge, Middlesex. Tel: 0181 845 1195

Scale 1 Posts
BERKSHIRE
THE HATFIELD SCHOOL, Hatfield, Bedfordshire

Other Posts on Scale 2 and above
LEICESTERSHIRE
WILKIN HILL SCHOOL, Wilkin Hill, Leicestershire

Scale 1 Posts
BARKING
LONDON BOROUGH OF BARKING AND DAGENHAM, Havering, Essex

By Subject Classification
Art and Design
Heads of Department
AVON COUNTY
HAMPTON NEW COMPREHENSIVE SCHOOL

Leicestershire
BARKING
LONDON BOROUGH OF BARKING AND DAGENHAM, Havering, Essex

Leicestershire
BARKING
LONDON BOROUGH OF BARKING AND DAGENHAM, Havering, Essex

Leicestershire
BARKING
LONDON BOROUGH OF BARKING AND DAGENHAM, Havering, Essex

Leicestershire
BARKING
LONDON BOROUGH OF BARKING AND DAGENHAM, Havering, Essex

DERBYSHIRE
EDUCATION COMMITTEE
NOEL HANCOCK SCHOOL, Ainstock, Derby

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NOEL HANCOCK SCHOOL, Ainstock, Derby

SECONDARY
Art and Design
HILTONS FORDS
COUNTY COUNCIL
HILTONS FORDS DIVISION
HILTONS FORDS SCHOOL, Hiltons Fords, Hereford

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Scale 1 Posts
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City of Manchester Education Committee
Unless otherwise stated, all posts are available from April 1977, and application forms, together with further particulars, are available from the Head of the School to whom they should be returned.

Somerset
Applications are invited from suitably qualified and experienced teachers for the following posts, unless otherwise stated:
(a) Duties to commence September 1977.
(b) Application forms and details (S.A.E. form) to be returned to the Head of the School.

SECONDARY
Art and Design
HILTONS FORDS
COUNTY COUNCIL
HILTONS FORDS DIVISION
HILTONS FORDS SCHOOL, Hiltons Fords, Hereford

SECONDARY
Art and Design
HILTONS FORDS
COUNTY COUNCIL
HILTONS FORDS DIVISION
HILTONS FORDS SCHOOL, Hiltons Fords, Hereford

SECONDARY
Art and Design
HILTONS FORDS
COUNTY COUNCIL
HILTONS FORDS DIVISION
HILTONS FORDS SCHOOL, Hiltons Fords, Hereford

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Scale 1 Posts
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THE TIMES EDUCATIONAL SUPPLEMENT
*NOP Readership survey 1971

SECONDARY Physical Education continued

NORTHAMPTONSHIRE (11-18 Comprehensive) ... Physical Education ...

SANDWICH ... Physical Education ...

Scale 1 Posts

URGENT ... Physical Education ...

Religious Education

Heads of Department

REDFORDSHIRE ... Religious Education ...

Scale 1 Posts

ESSEX ... Scale 1 Posts ...

HOUNSLOW

HOUNSLOW ... Scale 1 Posts ...

County of Cleveland SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools

11-16 SCHOOLS DEPUTY HEAD TEACHER (Group 9) KING'S MANOR SCHOOL (Roll 590), Hall Drive, Acklam, Middlesbrough, Cleveland, TS5 7DY

SCALE 1 PHYSICS BYDALES SCHOOL (Roll 1,270), Malbersburgh Road, Marske, Cleveland (Tel: Redcar 2923)

11-18 SCHOOLS SCALE 4 MATHEMATICS HEIRY SMITH SCHOOL (Roll 1,370), King Owey Orto, Hartlepool, Cleveland (Tel: Hartlepool 66789)

LEICESTERSHIRE ... Scale 1 Posts ...

WEST SUSSEX ... Scale 1 Posts ...

HOUNSLOW ... Scale 1 Posts ...

BRADFORD (City of) ... Scale 1 Posts ...

HOYLAND REMEDIAL CENTRE ... Scale 1 Posts ...

Two Teachers (Scale 2) ... Scale 1 Posts ...

KIRK BALK COMPREHENSIVE SCHOOL ... Scale 1 Posts ...

PENISTONE GRAMMAR SCHOOL ... Scale 1 Posts ...

Domestic Science Teacher (Scale 1) ... Scale 1 Posts ...

WHINMOOR SCHOOL ... Scale 1 Posts ...

Home Economics Teacher (Scale 1) ... Scale 1 Posts ...

Senior Teachers ... Scale 1 Posts ...

Headship ... Scale 1 Posts ...

Deputy Headships ... Scale 1 Posts ...

Other Posts on Scale 2 and above ... Scale 1 Posts ...

Other Posts on Scale 2 and above ... Scale 1 Posts ...

COUNTY OF SOUTH GLAMORGAN FURTHER

SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION FACULTY OF TECHNOLOGY DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

Appointment of SENIOR LECTURER (SALARY SCALE £5,031 - £5,955 BAR £6,417 PLUS £312 P.A.)

Applications are invited for the above post from persons whose academic background will enable them to teach part 2 and part 3 of C.G.L.I. technician courses, O.N.C., H.N.C. and post-H.N.C. courses, specializing in supply, utilization and high voltage work.

Appointment of LECTURER 11 (TWO POSTS) (SALARY SCALE £3,279 - £5,493 PLUS £312 P.A.)

Applications are invited from suitably qualified candidates with appropriate industrial and/or teaching experience for the above posts.

Appointment of LECTURER 10 (SALARY SCALE £2,469 - £4,377 PLUS £312 P.A.)

Applications are invited for the above post from persons whose academic end in particular industrial background will enable them to teach C.G.L.I. courses in radio, television and electronics.

The successful applicant will initially be associated mainly with the mechanics courses, and preference will be given to those having considerable experience in the servicing industry.

The successful applicants for all posts will be expected to commence duties as soon as possible.

Application forms and further details may be obtained from the Deputy Principal, South Glamorgan Institute of Higher Education, Landell Sully, Western Avenue, Cardiff CF6 2YB, to whom they should be returned within 14 days of the appearance of this advertisement.

SECONDARY Cantillon High School, Cardiff (11-18 Comprehensive) 10 Form Entry ENGLISH: SCALE 1

To teach forms 1 and 2 in the Lower School. Experienced graduate preferred. A temporary appointment for the summer term will be considered if necessary.

Whitchurch High School, Cardiff (11-18 Comprehensive) 12 Form Entry GERMAN: SCALE 1

To teach the subject up to "O" and "A" Level.

SPECIAL PRESWOOD HOUSE SCHOOL, CARDIFF TEACHER: SCALE 1 PLUS SPECIAL SCHOOLS ALLOWANCE

The school provides diagnostic, assessment and special education for children with learning difficulties aged 4 to 8 years. The majority of the children are E.S.N. (M) and E.S.N. (S) with additional handicaps. Experience in teaching infants/juniors and/or training same are essential. A diploma in special education and ability to play the piano desirable.

ESSEX ... Scale 1 Posts ...

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Educational Appointments

Male or female required for the following posts.

HOYLAND REMEDIAL CENTRE ... Scale 1 Posts ...

Two Teachers (Scale 2) ... Scale 1 Posts ...

KIRK BALK COMPREHENSIVE SCHOOL ... Scale 1 Posts ...

PENISTONE GRAMMAR SCHOOL ... Scale 1 Posts ...

Domestic Science Teacher (Scale 1) ... Scale 1 Posts ...

WHINMOOR SCHOOL ... Scale 1 Posts ...

Home Economics Teacher (Scale 1) ... Scale 1 Posts ...

Senior Teachers ... Scale 1 Posts ...

Headship ... Scale 1 Posts ...

Deputy Headships ... Scale 1 Posts ...

Other Posts on Scale 2 and above ... Scale 1 Posts ...

Other Posts on Scale 2 and above ... Scale 1 Posts ...

HAMPSHIRE

OAK FARM SCHOOL ... Scale 1 Posts ...

11-16 SCHOOLS DEPUTY HEAD TEACHER (Group 9) KING'S MANOR SCHOOL (Roll 590), Hall Drive, Acklam, Middlesbrough, Cleveland, TS5 7DY

SCALE 1 PHYSICS BYDALES SCHOOL (Roll 1,270), Malbersburgh Road, Marske, Cleveland (Tel: Redcar 2923)

11-18 SCHOOLS SCALE 4 MATHEMATICS HEIRY SMITH SCHOOL (Roll 1,370), King Owey Orto, Hartlepool, Cleveland (Tel: Hartlepool 66789)

LEICESTERSHIRE ... Scale 1 Posts ...

WEST SUSSEX ... Scale 1 Posts ...

HOUNSLOW ... Scale 1 Posts ...

BRADFORD (City of) ... Scale 1 Posts ...

HOYLAND REMEDIAL CENTRE ... Scale 1 Posts ...

Two Teachers (Scale 2) ... Scale 1 Posts ...

KIRK BALK COMPREHENSIVE SCHOOL ... Scale 1 Posts ...

PENISTONE GRAMMAR SCHOOL ... Scale 1 Posts ...

Domestic Science Teacher (Scale 1) ... Scale 1 Posts ...

WHINMOOR SCHOOL ... Scale 1 Posts ...

Home Economics Teacher (Scale 1) ... Scale 1 Posts ...

Senior Teachers ... Scale 1 Posts ...

Headship ... Scale 1 Posts ...

Deputy Headships ... Scale 1 Posts ...

Other Posts on Scale 2 and above ... Scale 1 Posts ...

Other Posts on Scale 2 and above ... Scale 1 Posts ...

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT MIDDLE AND SECONDARY SCHOOLS

Howarth Cross Middle (10-13) Albert Royds Street, Rochdale OL16 2SU, Tel. Rochdale 31676.

PHYSICAL EDUCATION Temporary for Summer Term 1) Teacher to assist the Head of Girls' P.E. Department taking Games and to teach Humanities to second and third year Groups.

ENGLISH: MATHEMATICS: CHEMISTRY (with Physics): FRENCH (prel with German): SOCIAL STUDIES (History, Geography, Sociology): BOYS' P.E.: BOYS' TECHNICAL SUBJECTS: HOME ECONOMICS/ NEEDLECRAFT: BUSINESS STUDIES

For suitably experienced candidates a small number of dual role appointments (Scale 2) could be considered, combining one of the above subjects either with pastoral responsibilities or with the organisation of careers.

Later of application stating clearly principal subject with preference to one subsidiary and nominating two referees to Headmaster with s.a.s. for details.

Application forms are available from and should be returned to the Head of the School. Applications for terms must be accompanied by a passport s.a.s. Closing date: 7th March, 1977.

Teacher of GERMAN, Scale 2 Sutherland Road, Darnhill, Heywood OL10 9PL. Tel. Heywood 60466

Second is Modern Language Optional Work includes A-level. Some French an advantage.

Application forms are available from and should be returned to the Head of the School. Applications for terms must be accompanied by a passport s.a.s. Closing date: 7th March, 1977.

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SECONDARY Science continued
INVENTIVE (City 4)
NORTH HAMPSHIRE COUNTY COUNCIL

CHESHIRE
CHESHIRE EDUCATION COMMITTEE
CHESHIRE COUNTY COUNCIL

CANTERBURY
CANTERBURY EDUCATION COMMITTEE
CANTERBURY COUNTY COUNCIL

HARLING
HARLING COUNTY COUNCIL
HARLING EDUCATION COMMITTEE

NORTHAMPTONSHIRE
NORTHAMPTONSHIRE EDUCATION COMMITTEE
NORTHAMPTONSHIRE COUNTY COUNCIL

STAFFORDSHIRE
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STATES OF JERSEY EDUCATION COMMITTEE
LE ROCQUIER SCHOOL (Group 8) MIXED
DEPUTY HEAD
HEAD OF MIDDLE SCHOOL—Scale 2
HEAD OF MODERN LANGUAGES—Scale 3
SCIENCE—Scale 2
RELIGIOUS EDUCATION—Scale 2

ESSEX
COLVANE HIGH SCHOOL
SCIENCE
DEPUTY HEAD
HEAD OF MIDDLE SCHOOL—Scale 2
HEAD OF MODERN LANGUAGES—Scale 3
SCIENCE—Scale 2
RELIGIOUS EDUCATION—Scale 2

First Teaching Appointments SECONDARY
Applications are invited from students who have completed their Secondary Education
Muec, Home Economics, Modern Languages, Mathematics, Physics, Technical Subjects, Religious Education.
BURNHAM SCHOLES
Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312

Social Studies
Scale 1 Posts
E-FIELD
DEPUTY HEAD
HEAD OF MIDDLE SCHOOL—Scale 2
HEAD OF MODERN LANGUAGES—Scale 3
SCIENCE—Scale 2
RELIGIOUS EDUCATION—Scale 2

Speech and Drama
Scale 1 Posts
HILTINGDON
DEPUTY HEAD
HEAD OF MIDDLE SCHOOL—Scale 2
HEAD OF MODERN LANGUAGES—Scale 3
SCIENCE—Scale 2
RELIGIOUS EDUCATION—Scale 2

Scale 1 Posts
CUMBERLAND
DEPUTY HEAD
HEAD OF MIDDLE SCHOOL—Scale 2
HEAD OF MODERN LANGUAGES—Scale 3
SCIENCE—Scale 2
RELIGIOUS EDUCATION—Scale 2

Scale 1 Posts
DEBBYSHIRE
DEPUTY HEAD
HEAD OF MIDDLE SCHOOL—Scale 2
HEAD OF MODERN LANGUAGES—Scale 3
SCIENCE—Scale 2
RELIGIOUS EDUCATION—Scale 2



CLOSING DATE 28TH FEBRUARY 1977

- Primary and Special Schools
Secondary Schools
HEAD OF DEPARTMENT
HEAD OF MIDDLE SCHOOL—Scale 2
HEAD OF MODERN LANGUAGES—Scale 3
SCIENCE—Scale 2
RELIGIOUS EDUCATION—Scale 2

Sixth Form and Tertiary Colleges

Head of Department
HABROV
LIMINGTON COMMITTEE
LIMINGTON SIXTH FORM COLLEGE

Scale 1 Posts

CORNWALL
LIMINGTON COMMITTEE
There is a vacancy for removal of posts.

North Yorkshire

THE NORTH YORKSHIRE COUNTY EDUCATION OFFICE
Head of Department

Deputy Headships Senior Masters/Mistresses

ESSEX
HONEYDALE SCHOOL
Deputy Headship

Scale 1 Posts

BRISTOL
THE BRISTOL EDUCATION OFFICE
Scale 1 Posts

Scale 1 Posts

HEREFORD AND WORCESTER
THE COUNTY EDUCATION OFFICE
Scale 1 Posts

Scale 1 Posts

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HEREFORD AND WORCESTER
THE COUNTY EDUCATION OFFICE
Scale 1 Posts

SURREY COUNTY COUNCIL
Fringe Area London Allowance £150 p.a. throughout the County
Generous relocation expenses in approved cases.

WOOLMER HILL COUNTY SECONDARY, HASLEMERE
HEAD TEACHER required September, 1977, for this Group 9 mixed Comprehensive School for pupils aged 12-16.

POSTS OF RESPONSIBILITY
ESHER, WAYNEFLETE SECONDARY
GERMAN teacher to take charge of subject and to teach FRENCH to examination levels. Scale 2 post available for suitable candidate.

SUNBURY COUNTY SECONDARY
HEAD OF REMEDIAL DEPARTMENT, Scale 3.
HEAD OF SOCIAL STUDIES DEPARTMENT, Scale 3.
HEAD OF MODERN LANGUAGES, Scale 3.
HEAD OF MATHEMATICS, Scale 3.

WEYBRIDGE, FULLBROOK COUNTY SECONDARY
HEAD OF ART DEPARTMENT required April, 1977. Scale 3. The Department is housed in three rooms in a recently erected block and Art is offered throughout the school to 'A' level.

WEYBRIDGE, HEATHSIDE COUNTY SECONDARY
(Number on roll 668, mixed 12-16)
HEAD OF MATHEMATICS DEPARTMENT required for September, Scale 4.
Telephone: Weybridge 46162.

SOUTH TYNESIDE
HEAD OF DEPARTMENT
HEAD OF PHYSICS DEPARTMENT
HEAD OF CHEMISTRY DEPARTMENT

SCALE 1 POSTS
DORKING, BONDES PLACE
MATHEMATICS teacher required April, 1977. Ability to teach 'A' level (Applied) a recommendation.
CHEMISTRY teacher required September. Graduate preferred. Courses up to 'A' level.
PHYSICS teacher required September. Ability to take some MATHEMATICS for limited periods. Graduate preferred.

OXFORD COUNTY
FRENCH teacher required September or earlier, if possible.
Telephone: Oxford 67337.

WEYBRIDGE, FULLBROOK COUNTY SECONDARY
FRENCH Teacher to take subject throughout the age and ability range to 'O' level. From April. An ability to teach a second language would be welcome. 'A' level work could be made available in September for suitably qualified applicants.
Telephone: Weybridge 46301.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of stamped, addressed footslop envelope, from the County Education Officer, County Hall, Kingstons upon Thames, KT1 2DJ.

NEWCASTLE upon Tyne
HEAD TEACHER required for a vacant post in a well established secondary school for boys aged 12-16.

GLoucestershire
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HEAD OF CHEMISTRY DEPARTMENT

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WALSALL METROPOLITAN BOROUGH Education Committee
Special Schools
Castle School, Walsall. Odell Road, Leamore, Walsall. Tel. Blawich 76129
Required for Easter 1977
Subsidiary qualified teacher to be responsible for Handicapped in this special school for children with learning difficulties. Well equipped classroom. Salary scale 2.
Daw End School, Floyds Lane, Rushall, Walsall.
Required as soon as possible.
Teacher scale 1 plus Special Schools Allowance for the above school for maladjusted children.
Resident/Non-resident, Single S.C. bed set may be available. The person appointed will be expected to perform in residential duties on a rota basis when necessary.
Application forms for the above mentioned posts obtainable from the Head Teacher to whom they should be returned.

Hertfordshire County Council EAST HERTS COLLEGE VICE PRINCIPAL (GROUP 5)

Applications are invited from persons with appropriate experience at a senior level in further education for the post of Vice Principal of East Herts College.

Lancashire Education Committee BLACKPOOL COLLEGE OF TECHNOLOGY & ART Ashfield Road, Bispham Blackpool, FY2 0HB

PRINCIPAL (Group 8) Details and form from Clerk to Governors of College. Closing date: 3rd March, 1977

West Glamorgan Gorseion College of Further Education

HEAD OF DEPARTMENT OF ENGINEERING/MINING (Grade 2)

Applications are invited from Graduates in Engineering (Electrical or Mechanical) or from persons holding equivalent Professional qualifications for the department which is largely concerned with the training of students at craft level.

waltham forest college DEPARTMENT OF SCIENCES

Lecturer I in Physics

required to teach up to 'A' level standard. In addition to 'A' level work the successful candidate will be required to teach Physics to students on T.E.C. Courses and also G.C.E. 'O' level. An ability to teach 'O' level Mathematics would also be an advantage.

PREPARATORY Music continued

HAMPSHIRE THE STURTON SCHOOL

KENYA ST. ANDREW'S SCHOOL

Other Assistants

CROYDON WIMBORNE HOUSE, WIMBORNE

DUMFRIESHIRE CHANNOCK HOUSE

Pastoral

CHANNEL ISLANDS J. MICHAEL O'BRIEN

MIDDLESX. ST. JOSEPH'S

SURREY ST. CHRISTOPHER'S

SURREY ST. ANDREW'S

SURREY ST. JOHN'S

SURREY ST. MARY'S

SURREY ST. MICHAEL'S

SURREY ST. PETER'S

SURREY ST. RICHARD'S

SURREY ST. THOMAS'S

SURREY ST. VINCENT'S

SURREY ST. WALTER'S

SURREY ST. XAVIER'S

SURREY ST. YVES'S

SURREY ST. ZEPHYRUS'S

CANTERBURY

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Other Appointments

BARNSELY METROPOLITAN BOYSCOUTS

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COLLEGES OF FURTHER EDUCATION continued

BRISTOL DISTRICT TECHNICAL COLLEGE

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Mid Glamorgan County Council PONTYPRIDD TECHNICAL COLLEGE Appointment of Vice-Principal Applications are invited from suitably qualified persons who have had wide experience in the field of Vocational Further Education.

London Borough of Redbridge REDBRIDGE TECHNICAL COLLEGE Little Heath, Barley Lane, Romford, Essex RM6 4XT Principal: A. G. Hill, BSc(Ed), DPA, FCIS, Cert. Ed. Required from 1st September, 1977.

BROOKLYN TECHNICAL COLLEGE Aldridge Road, Greet Barr, B44 8NE LECTURER I IN SECRETARIAL SUBJECTS to teach Shorthand and Typewriting up to RSA Stage III and Secretarial Duties.

BIRMINGHAM CITY COUNCIL THE BIRMINGHAM COLLEGE OF FOOD & DOMESTIC ARTS DEPARTMENT OF DOMESTIC ARTS Required in September, 1977.

CHANNEL ISLANDS STATES OF ISLE OF MAN

MANCHESTER METROPOLITAN BOYSCOUTS

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ULSTER COLLEGE THE NORTHERN IRELAND POLYTECHNIC Computer Services—Academic Projects Group ANALYST PROGRAMMER: £4,239 to £4,842 plus £312 supplement PROGRAMMER: £2,528 to £3,282 plus £312 supplement

School of Electrical Engineering RESEARCH ASSISTANT vacancy in one of the following areas: COMPUTER ASSISTED LEARNING TECHNIQUES IN ELECTRICAL ENGINEERING EDUCATION

THE CENTRE FOR BRITISH TEACHERS LIMITED GERMANY

The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremenhaven require British teachers for the academic year 1977/78 to teach English in secondary schools and Further Education establishments.

Youth and Community Service

LONDON EDUCATION AUTHORITY SHADWELL, RAMM WATER Tower House

Overseas Appointments

Further particulars may be obtained from the Education Department, Youth and Community Service, 10th Floor, 11, Spink Street, London EC2A 4PU. Tel: 01-776 6100.

EDUCATION DEPARTMENT Youth and Community Service

NEIGHBOURHOOD YOUTH WORKER based at the CLAREMONT YOUTH CENTRE, SPARKBROOK

SENIOR COMMUNITY WORKER

based at KINGSBURY ROAD COMMUNITY CENTRE

The Chief Education Officer, City of Birmingham Education Department, Adult Education, Youth and Community Division, Birmingham, B3 2BU.

BIRMINGHAM CITY COUNCIL

OVERSEAS Appointments continued

KENYA AL. ANTHONY & SONS Ltd. 10, St. James Street, London EC1A 1JL

SWEDEN

CHILDREN'S HOME, HANDELSTADEN, THE SWEDISH CENTRE

HUNGARY

ENGLISH SPEAKING SCHOOL, HUNGARY

SWEDEN THE SWEDISH CENTRE

CHILDREN'S HOME, HANDELSTADEN, THE SWEDISH CENTRE

ZAMBIA

THE INTERNATIONAL SCHOOL, ZAMBIA

Leisure Services - Youth and Community Division

Full-Time Youth Leaders £3,537-£4,248 plus £312 supplement

Nottinghamshire County Council

OVERSEAS DEVELOPMENT KNOW-HOW: vital to developing countries

EDUCATION OVERSEAS

BOTSWANA Secondary Teachers English

To teach English at Secondary level up to Cambridge Overseas School Certificate ('O' level) and undertake extra-curricular activities as required.

Secondary Teacher Mathematics

To teach subject to 'O' level and undertake extra-curricular activities as required.

Primary Teacher Mathematics

To assist with initial training of teaching, assist in primary schools, making frequent informal visits to consider alternative approaches to primary syllabus.

ODM HELPING NATIONS HELP THEMSELVES

CANADA

MINI-MINI UNIVERSITY OF NEWFOUNDLAND

NATIONAL ASSOCIATION OF YOUTH CLUBS

OCYPT, 100, Victoria Road, London W14 9JL

STROPSHIRE

THE TOWN OF STROPSHIRE

YOUTH AND COMMUNITY WORKER

Based at the Mulberry Centre, Dorking. The centre was opened as a youth and community centre in 1975.

Intermediate Treatment Co-ordinating Officer

To continue the development of intermediate treatment facilities in the North West Division of Surrey and to be based in Egham.

Thames Young Mariners Canoe Instructor/Assistant to Warden

Burry's well-equipped residential youth sailing and canoeing centre at Ham, Nr. Putney is looking for a Canoe Instructor to develop the existing canoeing facilities at the Base and co-ordinate the regular canoe instruction training programmes.

SURREY COUNTY COUNCIL

Biology, Physics Special Education and French Teachers

- 25% gratuity on salary
Low taxation
Free medical treatment
Free passages

The Education Department in Hong Kong invites applications for the following teaching posts in secondary English schools:

A. Biology Teacher
Duties: To teach Biology throughout the school up to GCE 'A' level and to run extra-curricular activities such as soccer, cricket, squash and tennis.

B. Physics Teacher
Duties: To teach Physics throughout the school up to GCE 'A' level and to run extra-curricular activities such as soccer, cricket, squash and tennis.

C. Special Education Teacher
Duties: To teach English-speaking children between 7-14 years of age who are in need of special educational treatment.

Hong Kong Government

Malawi Polytechnic



A constituent College of the University of Malawi, situated between Blantyre and Limbe, the Polytechnic caters for approximately 900 day and 1,400 evening class students.

DEPARTMENT OF ENGLISH AND LIBERAL STUDIES
Senior Lecturer/Head of Department
To be responsible for organisation and development of English and other language courses and Liberal Studies courses throughout the Polytechnic.

DEPARTMENT OF ENGINEERING
Lecturer in Mechanical Engineering
To teach Mechanical Engineering subjects, including Workshop Practice and Drawing, up to University Diploma level.

DEPARTMENT OF MATHEMATICS AND SCIENCE
Lecturers in Physics (2 posts)
To teach Physics up to University Diploma level.

LECTURER IN CHEMISTRY
To be responsible for day to day running of Chemistry Laboratory and to teach up to University Diploma level.

BALARIBI
Senior Lecturer/Head of Department £6,859-£7,811 p.a.
Lecturers £4,008-£8,305 p.a.

CONTRACTS:
For two years initially to the University. Terms include 15-25 per cent terminal gratuity, subsidised housing, travel passages, education allowances and children's holiday visit passages, biennial overseas leave.

KINGSTON UPON THAMES

COMMUNITY WORKER
To assist in the provision of community work in the town of Kingston upon Thames.

COMMUNITY WORKER
To assist in the provision of community work in the town of Kingston upon Thames.

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To assist in the provision of community work in the town of Kingston upon Thames.

BOROUGH OF SOUTH TYNSIDE
Directorate of Education
CHIEF EDUCATION WELFARE OFFICER

Applications are invited for the post of Chief Education Welfare Officer which has recently become vacant following the promotion of the present holder of the post. The successful candidate will be responsible for 16 Education Welfare Officers divided into three teams. Additional duties include responsibility for all Special School placements; some liaison work between the Social Services Department, the Area Health Authority and the Education Department; the assessment procedure for Free School Meals and other administrative duties. Applicants should be in possession of the DMA, the CQSW or another equivalent qualification. A current driving licence is essential. Application forms and further particulars are available from the Chief Personnel and Management Services Department (reference 32), Westoe Hall, Westoe Village, South Shields, telephone number South Shields 2197. Closing date, March 4, 1977.

Doncaster Metropolitan Borough Council
Education Services

PROFESSIONAL ADMINISTRATIVE ASSISTANT

(Sites, Buildings and Supplies)
PO1 (8-10) £5,408-£6,067 plus £312 supplement
The successful applicant will be responsible to the Senior Education Officer (sites, buildings and supplies) for a range of duties which will provide a wide variety of experience in educational administration. The duties will be in respect of a general and detailed planning of projects in the authority's capital programme which will involve close liaison with educational establishments and staff within the authority's directorate of Technical Services. Applicants should be graduates, preferably with a good honours degree or comparable qualifications with appropriate teaching experience. Assistance with housing and removal expenses in appropriate cases. Essential user car allowance. Application forms and further details are available from: The Chief Executive, (Personnel Section), Doncaster Metropolitan Borough Council, Priory Place, Doncaster DN1 1BN. Tel: Doncaster 20321. Closing date for applications 25th February, 1977.

LONDON BOROUGH OF BARKING

Education Department
Chief Education Officer

Solary £10,443-£11,217 per annum inclusive. Lump sum car allowance of £402 per annum.
The essential requirements for this Chief Officer post are a degree, relevant teaching experience and considerable administrative experience at a senior level in the education service.
Application forms and further particulars obtainable from the Town Clerk, Civic Centre, Doganhan, Essex RM10 7BY. (Telephone 01-592 4500 Ext. 216).
Closing date for completed forms 7th March, 1977.

Cheshire Personnel Officer

£7731-£8500 (including Supplement)
This is a key post in a large department with responsibility for the personnel function covering 14000 staff in 700 locations. Candidates must have considerable practical experience of personnel work and a suitable qualification. Separation and disturbance allowances and removal expenses are payable. Temporary housing may also be available. Application forms and further particulars are available from the Director of Education, (Ref 9/ES), Cheshire County Council, County Hall, Chester CH1 1SO. Closing date 9th March.

OVERSEAS
Appointments continued
CYPRUS
MAMMARI CHAMNAR AND...
IRAN
The Ministry of Education...
SWAZILAND
THE SWAZILAND ANGLICAN...
INTERNATIONAL COLLEGE IN VANCOUVER
South Island location...
SPAIN
TEFL...
CANADA
YOUNG MEN'S CHRISTIAN...
GREECE
TEACHING OF ENGLISH...
SWITZERLAND
MAGYAR TUDOMANOS...
HONG KONG
TEACHING OF ENGLISH...
MOZAMBIQUE
THE INTERNATIONAL PRIMARY...
ITALY
TEACHING OF ENGLISH...
AFRICA
TEACHING OF ENGLISH...

PRINCIPAL
Australian Maritime College
Applications are invited for the position of Principal of the Australian Maritime College, which is at present in the process of being established at Launceston, Tasmania.
The College, which will be the only one of its kind in Australia, is being established as an institution of Tertiary Education.
It will be built near an existing College of Advanced Education and a Technical College. It is expected that the three Colleges will co-operate in matters such as the provision of Courses and that some facilities will be shared.
The College will give two and three-year Diploma Courses for Deck, Engineer, and Radio Officers for the Merchant Navy and Fishing Industries, as well as a wide range of other Courses from Degree to Technical Training Levels relating in particular to the Australian Fishing Industry.
The Principal will be the Chief Administrative Officer of the College, and will be responsible to the College's Governing Body for the sound management and development of the College.
Qualifications:
Proven administrative ability of a high order is essential.
Practical Maritime experience and/or experience of advanced level Maritime Education and of Tertiary Education. Good academic qualifications to Degree or Higher Level desirable.
Salary: Australian Dollars 30,083 per annum. Superannuation: The successful applicant will be eligible to apply for Commonwealth Superannuation.
Applications:
Further details can be obtained from, and applications should be lodged with, The Secretary, Interior Council, Australian Maritime College, P.O. Box 628, Woden, A.C.T. 2606, Australia.
Closing Date for Applications is 30th March, 1977.

ADMINISTRATION
Local Education Authority
ENGLISH
TEACHING OF ENGLISH...
AFRICA
TEACHING OF ENGLISH...
AFRICA
TEACHING OF ENGLISH...

ST. ANDREW'S SCHOOL
NASSAU, BAHAMAS

An independent, inter-denominational co-educational school catering for 150 pupils. The school is housed in a spacious modern building on a 30 acre site.

TEACHERS REQUIRED FOR SEPTEMBER, 1977

- The Upper School (350 on roll, average class size 25)
1. HEAD OF ENGLISH DEPARTMENT. To be responsible for day to day organization and supervision of the school throughout the Upper School, to produce the annual timetable, and to lead a team of enthusiastic teachers in professional G.C.E. 'O' and 'A' level work.
2. HEAD OF BIOLOGY. To organize and teach the subject throughout the Upper School to 'O' level standard and to assist teachers in the Middle and Lower Schools.
3. HEAD OF ART. To organize and teach the subject throughout the Upper School to 'O' level standard and to assist teachers in the Middle and Lower Schools.
4. English (Forms I to V).
5. History (Forms I to VI).
6. Girls' Physical Education. To assist experienced Physical Education teachers at Primary and Secondary Levels.
- The Middle School (300 on roll, average class size 25)
7. General Subjects, age range 7-8 years.
8. General Subjects, age range 9-10 years.
9. General Subjects, age range 10-11 years.
- The Lower School (225 on roll, average class size 25)
10. General Subjects, age range 6-7 years.
11. Leader of the Lower School. This is an administrative post with responsibility for the Reception class of 25 children (4-5 years) until each midday, besides the general day to day organization and running of the department.

QATAR
DOHA ENGLISH SPEAKING PRIMARY SCHOOL

Teaching Staff

required for September 1977:
Required for September, 1977, well-qualified married couple, man to be DEPUTY HEAD, for well established English Speaking Primary School in the Arabian Gulf.
Applicants welcomed from energetic, interested teachers, prepared to play a full part in the life of the school, which is run in the lines of a modern British Primary School, with a good programme of varied extra-curricular activities.
Free self-contained accommodation (not suitable for children), excellent salaries, car allowance, economy air fares in the U.K. each summer and gratuity at the end of contract. Also required a RECEPTION CLASS TEACHER with a minimum of two years good experience of the age group. Free accommodation in shared flat. Other conditions as above. Applicants with full curriculum vitae, names of two referees who have first hand knowledge of the applicant's teaching ability, and a recent photograph to the Headmistress, Mrs R. Reynolds, Doha English Speaking Primary School, P.O. Box No: 658, Doha, Qatar, Arabian Gulf. Interviews will be held in the British Council Offices on April 12th, 1977.

ADMINISTRATION
Local Education Authority

ENGLISH
TEACHING OF ENGLISH...
AFRICA
TEACHING OF ENGLISH...
AFRICA
TEACHING OF ENGLISH...

THE BERMUDA HIGH SCHOOL FOR GIRLS

required for September, 1977, full trained, qualified and preferably experienced teachers for the following posts:

1. Commercial Subjects:
to teach typewriting, Pimam Shorthand (a knowledge of Gregg will be an advantage), Bookkeeping and Office Practice in the Middle and Upper Senior School.
2. Latin with History and/or English:
to teach Latin to G.C.E. 'O' level and North American University entrance standard together with some History and/or English in the Lower Senior School.
3. Physical Education:
to teach the subject throughout the Junior and Senior Schools.
Applications with curriculum vitae, testimonials and names and addresses of two referees should be enclosed immediately to the Headmaster, The Bermuda High School for Girls, Pembroke 5-34, Bermuda.
Interviews for shortlisted candidates will be held in Central London on 4th and 5th April, 1977. Further details about the School in general and the posts in particular will be sent on receipt of application.

UNIVERSITY OF PETROLEUM AND MINERALS
DHAHRAN, SAUDI ARABIA

The University of Petroleum and Minerals, Dhahran, Saudi Arabia, will have Teaching positions open for the Academic Year 1977-78, starting 1 September, 1977.

PHYSICISTS

Applications are invited from...
with first or second degree and teaching experience...
Minimum salary: \$10,000 per year, renewable...
Apply with complete resume on academic and professional background, list of references, and with copies of degree/diploma certificates including personal data, such as, nationality at birth and current, marital and civil status, telephone numbers, family status, date of maiden name, names of children, age and sex to:
Mr. G. E. B. Harrison,
Gabolae-Thring Services Ltd.,
Broughton House,
6, 7 and 8 Backville Street,
Piccadilly, London W1X 2BR
A representative of the University will conduct interviews in London towards the end of February.

AIGLON COLLEGE
SWITZERLAND

This International Boarding School in the Swiss Alps for 250 boys and girls, 11-18, requires the following staff:
1. HOUSE PARENTS for house of 40 boys.
2. HEAD OF ENGLISH. Post requires well qualified, experienced teacher with good organizing ability and interest in drama.
3. HEAD OF SPECIAL ENGLISH SCHOOL. Experienced EFL teacher required to prepare 20-30 non-English speaking children for integration in main school.
4. MATRON (SRN). Responsible with House Mothers for health of all boys and girls.
5. PHYSICAL EDUCATION MASTER. Responsible with assistance of Physical Education Mistress for programme of all boys and girls.
6. CHAPLAIN. Applicants should be Anglican, committed to working with young people and sensitive to the special needs of a multi-religious community.
Posts 1-5 for September, 1977; Post 6 for January or September, 1978. Possibility of combining some posts. Applications welcome from married couples able to fill two posts. Applicants must be prepared to respond to the challenge of working in an international community and to make a full contribution to the life of the school in which care of the individual and spiritual values are stressed. Knowledge of French, ability to help with outdoor or cultural activities an advantage.
Apply with curriculum vitae, testimonials, two referees and photo numbers (own and references) to:
The Headmaster, Aiglon College,
1885 Chaux-de-Fonds, Switzerland.
Tel. Chaux-de-Fonds (052) 337 22
Interviews London 7th-10th March, 1977.

ADDIS ABABA
The Sandford (English) School

DEPUTY HEADMASTER

The above Community School with some 600 pupils of 44 nationalities has a vacancy for a
DEPUTY HEADMASTER
Duties will include admissions, discipline (boys), duty roster and the setting up of a guidance facility within the School.
The applicant should have at least ten years' educational experience and have held a position of responsibility. Initial two years but applicant should consider the probability of at least two hours. Salary approx. equivalent to £5,600 to £8,600 according to experience. Other conditions as below.
Vacancies exist also for:
an INFANT TEACHER
a JUNIOR TEACHER
and in the secondary division for Teachers of:
ENGLISH AS A FOREIGN LANGUAGE
PHYSICS to 'O' level
MATHEMATICS to 'O' level
MODERN LANGUAGE (FRENCH/ENGLISH) to 'A' level
CRAFT AND ART
GEOGRAPHY to 'O' level
Teachers who should be qualified must have four years' experience by 1st September, 1977. Salaries within approx. range £3,900 to £5,000 according to experience. Two-year contract with free furnished accommodation. Taxation at local rates (average about 10%). Superannuation segregated. Overtime and return passage paid at beginning and end of contract. 30% of net salary may be remitted.
Addis Ababa is located at a height of c/8,500ft so successful candidates will be required to produce a medical certificate showing that they may work at this altitude The climate is good and never too warm.
Please send a detailed curriculum vitae by AIRMAIL to reach the School no later than 1st March, 1977 (U.K. time). Successful candidates will be interviewed in London. For further information and application form apply to THE HEADMASTER, SANDFORD SCHOOL, P.O. BOX 30058 MA, ADDIS ABABA, ETHIOPIA.

The New English School
Arabian Gulf

DEPUTY HEADMASTER

Applications are invited from British trained and qualified teachers for the following posts which will become vacant in this expanding English-medium school in September, 1977. Joint applications from married couples without children are particularly welcome.
Secondary Department
Graduates to teach to 'O' and 'A' Level in ENGLISH: 4 posts.
REMEDIAL ENGLISH with responsibility for Library: 1 post.
MATHEMATICS: 3 posts, one of which will be Head of Department and one for which a special interest in 'A' level Applied Mathematics is required.
PHYSICS: 1 post.
MATHEMATICS with PHYSICS: 1 post.
BIOLOGY: 1 post.
BIOLOGY with CHEMISTRY: 1 post.
HISTORY: Head of Department.
GEOGRAPHY: 2 posts of which one will be Head of Department.
HISTORY with BOYS' PE: 1 post.
PHYSICAL EDUCATION (Boys): 1 post.
PHYSICAL EDUCATION (Girls): 1 post with an interest in Modern Dance.
ART and CRAFT: 2 posts, one of which will be Head of Department.
Junior Department
6 CLASS TEACHERS:
1 TEFL (Junior Range) teacher.
1 MUSIC SPECIALIST.
Infant Department
1 CLASS TEACHER (Top Infants).
1 MUSIC SPECIALIST.
TERMS
A one-year contract (renewable) beginning September 1st, 1977. Tax-free salary in the range £3,850-£5,000 per annum (at current exchange rates) according to qualifications and experience. Gratuity on completion of service. Free furnished air-conditioned accommodation. 20% concessionary air fares to London (Kew) from London. Interviews in London, April 20th-29th, 1977. For further information and application form apply, with brief curriculum vitae, to the Headmaster.

The British Council
invites application for the following posts:-

- Specialist in Language Teaching Methodology (Specialized Uses of Language) (Singapore)**
Southeast Asian Ministers of Education Organization Regional English Language Centre
Postgraduate qualification in applied linguistics, second/foreign language teaching or an allied field and teaching experience at school and university levels associated. First degree in literature and experience of research in materials development desirable.
Preferred age range: 35-50.
Salary: £6,638-£8,350.
Benefits: free accommodation; overseas and children's allowances; other benefits. Two-year contract. Tenable June 1977 or earlier. 77 TU 25
- Research Adviser (Sociology) (Nepal)**
Centre for Nepal and Asian Studies, Tribhuvan University, Kathmandu in Economics, and research experience in field of Rural Sociology/Antropology. PhD in Sociology is desirable.
Salary: £5,210-£7,054.
Benefits: free accommodation; overseas allowances; other benefits. Two-year contract. 77 PU 11
- Education Officers (Tutors in English Language) (Tanzania)**
Colleges of National Education (four posts)
Degree and TEFL qualification and three years' teaching experience essential.
Relevant MA and overseas TEFL experience desirable. Knowledge of Swahili an advantage. Preferred age range 30-45.
Salary: £5,210-£6,026.
Benefits: free accommodation; overseas and children's allowances; other benefits. Two-year contract. 77 TT 14
- Teacher of English Language (Bulgaria)**
Government English Medium Secondary Schools for pupils aged 14-18.
Candidates: single men or women or married couples both qualified to teach, should be trained teachers with a specialization in English, preferably a degree and relevant experience.
Salary: 400 leva per month (approx. £210 at present rate of exchange), 10% tax.
Benefits: free accommodation, heating and lighting; medical benefits. One- or two-year contracts. 77 SS 8-17
- Specialist in Construction and Testing of ESP Materials (Thailand)**
Chulalongkorn University, Bangkok.
Graduates with relevant PG qualifications and experience (at least three years).
Salary: £5,210-£6,026.
Benefits: overseas and children's allowances; free accommodation; medical scheme. Two-year contract. 76 TU 104

CHIEF EDUCATION OFFICER

£13,302-£14,184
The City of Birmingham has a population of over one million and includes a unique variety of industry and commerce within its boundaries.
The Chief Education Officer is responsible to the Education Committee who control the education service, providing some 520 primary, secondary and special schools with a roll of about 220,000 pupils in the City of Birmingham Polytechnic and nine other colleges. The education service employs some 33,000 people (including teachers).
The vacancy is created by the retirement on 30th June 1977 of Mr. K. Brooksbank, D.Sc., M.A., M.Ed.
Telephone 021-285 3748 for application form (to be returned by 8th March 1977) and copy of further particulars; or write to:
City Personnel Officer, Personnel Department, Snow Hill House, 1 & 1B Burvick Street, Birmingham B3 2PP
Consulting will disqualify.

BIRMINGHAM CITY COUNCIL

Return fees are paid. Local contract is guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience: quoting relevant reference number and title of post for further details and an application form to: The British Council (Appointments), 65 Davies Street, London, W1X 2AA.

THE ASSOCIATED EXAMINING BOARD STATISTICS OFFICER

Applications are invited for the post of Statistics Officer in the Statistics Department of the Research and Statistics Division at the Board's offices in Aldershot, Hampshire. The Department is concerned primarily with the compilation of data relating to GCSE examinations, the preparation of statistical services generally within the Board, the Statistics Officer, as Head of the Department, is responsible to the Director of Research who is Head of the Division.

Applicants should be graduates in Mathematics or Statistics and have a sound knowledge of computing techniques. Experience in the application of statistical techniques in the field of education would be advantageous.

This appointment will be on a salary scale of £4.11 a seven annual increments to £6,239 per annum, in accordance with the Association of University Teachers' scale points 8 to 15. The starting point on the scale will depend on age, qualifications and experience.

Further information, together with an application form, may be obtained from The Personnel & Services Manager, The Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire GU11 1BQ, to whom completed forms of application must be returned not later than Friday, 4th March, 1977.

ADMINISTRATION Local Education Authority continued

SIMULI.
Applications are invited for the post of Assistant Director of Education in the Department of Education, Simoli, Malawi. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in Malawi.

SOMERSET.
Applications are invited for the post of Assistant Director of Education in the Department of Education, Somerset, England. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in Somerset.

SOUTH DAKOTA.
Applications are invited for the post of Assistant Director of Education in the Department of Education, South Dakota, U.S.A. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in South Dakota.

SUNDERLAND.
Applications are invited for the post of Assistant Director of Education in the Department of Education, Sunderland, England. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in Sunderland.

General

AGE CONCERN

Required for organization concerned with the education of the young in the field of education. The successful candidate will be responsible for the day-to-day administration of the organization and will be required to attend a course of training in the field of education.

BURY ST. EDMUNDS.
Applications are invited for the post of Assistant Director of Education in the Department of Education, Bury St. Edmunds, England. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in Bury St. Edmunds.

LEICESTERSHIRE.
Applications are invited for the post of Assistant Director of Education in the Department of Education, Leicestershire, England. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in Leicestershire.

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CALOUSTE GULBENKIAN FOUNDATION U.K. & Commonwealth Branch

Assistant Director (Arts)

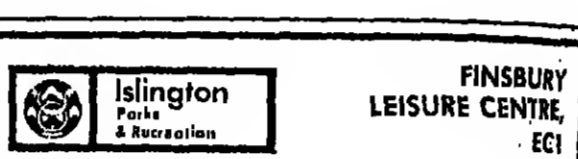
Applications are invited for the post of Assistant Director (Arts) at the Foundation's London headquarters in succession to Anthony Wright, recently appointed Drama Director at the Scottish Arts Council. The post involves administering an important programme primarily to assist the arts outside London including individual awards to artists, the arts in education and community arts. The successful applicant will probably be in his or her middle or late thirties with practical experience in at least one of the above fields and proven administrative ability including the drafting of papers for committees.

Salary is commensurate with the responsibility.

Applications including full curriculum vitae should reach Peter Brinson, Director of the Branch, at 99 Portland Place, London W1N 4ET, by not later than 21st March, 1977.

Salary is commensurate with the responsibility.

Applications including full curriculum vitae should reach Peter Brinson, Director of the Branch, at 99 Portland Place, London W1N 4ET, by not later than 21st March, 1977.



LEISURE CENTRE OFFICER/SUPERVISOR

AP2, £3,276 to £3,600 (Inclusive) plus Shift Allowance (12% per cent)—enhanced rates for weekend and overtime as appropriate.

Applications are invited for the above position. The successful candidate will be required to play a key role in the operation of the Centre as a member of the management team. He will work on a rota as Day Officer and will be responsible for the smooth running and operation of the Centre during the day.

The job entails supervision of staff, organization and control of material and leisure activities, basic administration and an ability to understand and help meet the requirements of the community.

Qualifications required: minimum 10 GCSE's, some in English and Mathematics, plus 2 years' experience in leisure work.

Applicants should send their curriculum vitae, including details of previous employment, to the Personnel Officer, Leisure Centre, 25 Holloway Road, London N7 8JN, by 11.00 a.m. on Monday, 13th March, 1977.

PRINCIPAL

Applications are invited from graduates with experience in other education for the challenging position of Principal of the British School of Bangkok which is currently celebrating its diamond jubilee and is thus the oldest school of its kind outside the United States of America. The school is located in a modern Queen Anne House facing St. James Park, London.

The post involves considerable scope for the introduction of new educational techniques and the development of independent education. Approximately 90 students are under 16 years of age. The school has a high standard of academic standards and treatment. An optional clinic where treatment is given to over 400 patients each year course. Duties will include those normally handled by a registrar in a larger institution.

A contributory pension scheme will operate.

Further details and application forms are obtainable from: The Secretary, The British School of Bangkok, 16 Buckingham Gate, London W1C 2JH, to whom applications should be submitted before March 11, 1977.

Thomas Nelson & Sons Limited
Test Development Officer

Within our Department of Measurement and Guidance we have a unique opportunity for a young teacher or educational psychologist (preferred age 24 to 28), with an interest in educational assessment to be essential and a mathematical or statistical background would be an advantage.

The person appointed will assist in the development of new tests by controlling the administration and validation and standardization procedures, and will subsequently be involved in the editorial work necessary before publication. A further development will be the promotion of all our test material to the educational market in the UK.

A good salary and other fringe benefits will be offered together with excellent career prospects. In a rapidly expanding field, suitable applicants will be expected to live near our offices in Sunbury on Thames.

Please send written applications with full curriculum vitae to: The Home Marketing Director, Thomas Nelson and Sons Limited, Lincoln Way, Windmill Road, Sunbury on Thames, Middlesex.

ADMINISTRATION continued

POWYS.
Applications are invited for the post of Assistant Director of Education in the Department of Education, Powys, Wales. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in Powys.

SOUTH DEVON.
Applications are invited for the post of Assistant Director of Education in the Department of Education, South Devon, England. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in South Devon.

ASSOCIATED EXAMINING BOARD.
Applications are invited for the post of Assistant Director of Education in the Department of Education, Associated Examining Board, England. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in the Associated Examining Board.

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ASSOCIATED EXAMINING BOARD continued

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ASSOCIATED EXAMINING BOARD.
Applications are invited for the post of Assistant Director of Education in the Department of Education, Associated Examining Board, England. The successful candidate will be responsible for the day-to-day administration of the Department and will be required to attend a course of training in the Associated Examining Board.

TURNERS COURT

Benson, Oxford, OX9 8QJ.
SENIOR RESIDENTIAL SOCIAL WORKER
and
RESIDENTIAL SOCIAL WORKERS

Turners Court, a voluntary establishment providing social, educational and vocational training for adolescent boys (15-18 years), is about to embark on a further stage of a redevelopment programme by opening further small living units. As a result vacancies exist for residential staff. Only suitably qualified and experienced applicants will be considered for the senior post.

The successful candidate will be expected to lead a staff team, conduct reviews and work closely with other authorities. Salary scale according to age, qualification and experience.

Good married and single accommodation available. Pension scheme.

For informal discussion at arrangement in visit, please contact Mike Confield, Assistant Principal, Social Work, Apply: Principal, Turners Court, Benson, Oxford, Tel. Wallingford 38971.

Senior Educational Psychologist

£8,480-£7,113 p.a. (plus supplement)

Appropriately qualified and experienced candidates are invited to apply for the post of Senior Educational Psychologist which has occurred in a well-established Schools Psychological Service. The team operates from new premises and works closely with schools, consultants, Children's Psychologists and social workers attached to the Child Guidance Centre. As far as possible opportunities will be offered for the successful candidate to work in areas of his/her particular interest.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry, CV1 5RS, Tel. 26565 Ext. 2202. Returnable by 20th February, 1977.



Oxford University Press

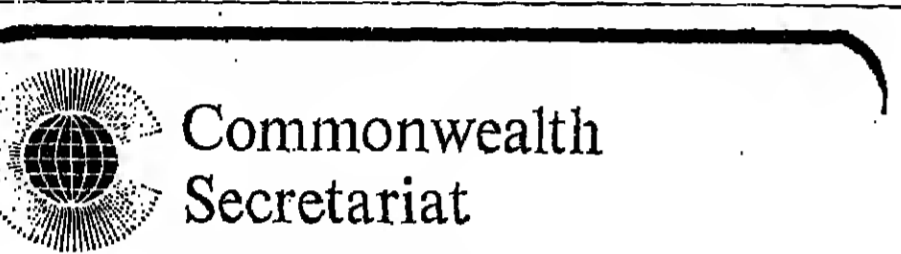
OUP are expanding their educational marketing force and seek two additional experienced staff.

Marketing Manager, Schools and Further Education

Responsible for managing the schools educational representatives and promotion team and for maximizing sales in the U.K. and Overseas; will also participate in planning the expansion of an already highly successful list. Applicants should have appreciable educational sales or marketing experience and a keen sense of commercial values and promotional priorities. Salary by negotiation from £4,500 per annum plus a car.

UK Marketing Representative, English Language Teaching

A new post involving visits to educational establishments, presenting to teachers and exhibiting a large established EFL list and a rapidly growing range of new materials. Applicants should have a good knowledge of the EFL field and preferably experience of teaching English as a foreign language. The post entails considerable travelling and demands marked communicative abilities. Salary by negotiation from £3,750 per annum plus a car. Applications for both posts, with c.v. and names of two referees, should be sent to Personnel Department, O. R. Bourne, Oxford University Press, Walton Street, Oxford OX1 2DP, by Monday 28 February.



Commonwealth Secretariat

Vacancy for EDUCATION OFFICER

in the Education Division of the Commonwealth Secretariat, London

Applications are invited for the post of Education Officer in the Education Division. In terms of emolument, the post is comparable to that of a university lecturer working in London.

Qualifications and Experience

The candidate should have a good university degree and postgraduate teaching qualifications with adequate teaching experience. Some expertise and experience in the field of educational administration and/or curriculum development would be particularly relevant and desirable. Working experience in a developing Commonwealth country would be an advantage.

Job Description

The successful candidate will be expected to work as a member of a professional team in promoting cooperation in the field of education among Commonwealth countries. The work will involve organizing conferences, seminars, workshops and training courses. A substantial amount of travelling within the Commonwealth may be necessary. Among other duties will be the preparation of reports or studies for publication, assisting in monitoring trends and developments in education and the planning of projects and activities.

The selected candidate would be appointed initially for a three years contract.

Applications giving full details of qualifications and experience, and the names of three referees, should be sent by March 8, 1977, to:

Administration Officer (Personnel), Commonwealth Secretariat, MARLBOROUGH HOUSE, PALL MALL, LONDON SW1X 8JH Telephone: 01-839 3411

Applications giving full details of qualifications and experience, and the names of three referees, should be sent by March 8, 1977, to:

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PRIMARY SCHOOLS EDITOR

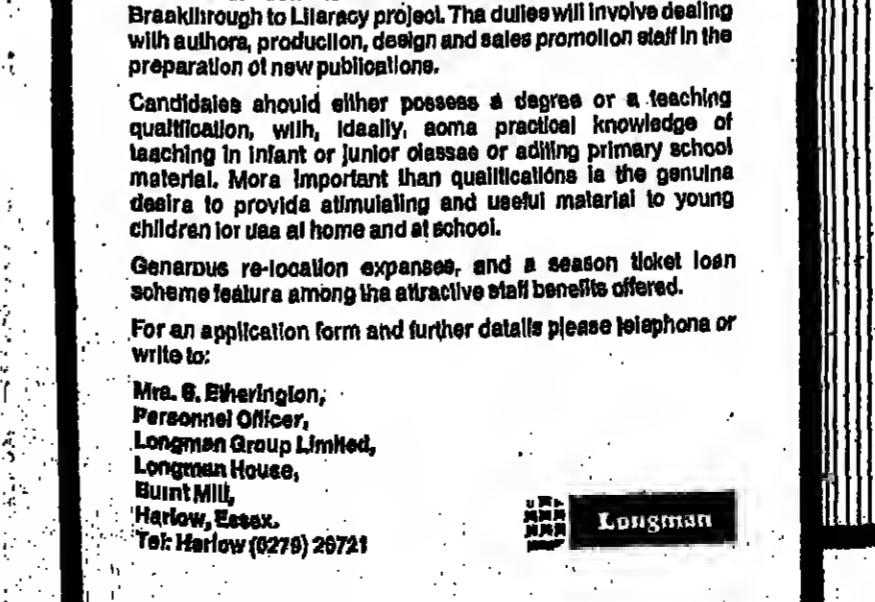
Longman Group require an Editor to work on their Primary list, which is an established and successful one, including the Breakthrough to Literacy project. The duties will involve dealing with authors, production, design and sales promotion staff in the preparation of new publications.

Candidates should either possess a degree or a teaching qualification, with, ideally, some practical knowledge of teaching in infant or junior classes or editing primary school material. More important than qualifications is the genuine desire to provide stimulating and useful material to young children for use at home and at school.

Generous re-location expenses, and a season ticket loan scheme feature among the attractive staff benefits offered.

For an application form and further details please telephone or write to:

Mrs. G. Eatherington,
Personnel Officer,
Longman Group Limited,
Longman House,
Bunt Mill,
Harlow, Essex.
Tel: Harlow (0278) 26721



Applications for both posts, with c.v. and names of two referees, should be sent to Personnel Department, O. R. Bourne, Oxford University Press, Walton Street, Oxford OX1 2DP, by Monday 28 February.

70 Arts/Reviews

The best is silence

Heather Neill on a festival of mime

Words are inadequate, of course... or at least they should be... describe a mime. The challenge to try it irresistible but, if the task is not as bizarre as attempting to smell music or taste a landscape...

When the occasional illusion works the effect is little different because it is presented without panache. The British Theatre of the Deaf made a brave attempt in 1976 to make a brave attempt in mime to terms with intransigent material in The Most Dangerous Animal of All...



Annie Steiner in 'Moon'

Songs from the isles

Michael Grosvenor Myer on folk music

Recently issued folk records have consisted mainly of albums by well-established singers and groups... and they are well up to standard. Ladies first: new albums from June Tabor and Shirley Collins...

Genetians next. Admirers of Peter Bellamy, and especially of his Kipling settings, will be delighted to know that he has branched out beyond the 'Puck of Pook's Hill' and 'Rewards and Fairies' poems, and produced an album of settings of Bernard Kootin's Ballads (Greene Linnet SF 1002)...

Hard life, soft core

Leonard Quart on 'Network'

Network is writer Paddy Chayevsky (Marty, Hospital) and director Sidney Lumet's (Murder on the Orient Express, Dog Day Afternoon) facile satirical onslaught against our television merchandisers and mercenaries. The film depicts a struggle between the guardians of old truths like decency and individuality, and the multi-national money-changers who have stolen into the temple of Ed Murrow and Omnibus (Alfonsio Conkel). It is sure to be a rowdy roller coaster for the television viewer...

From Stonehenge to monkey language

Christopher Griffin-Beale on general studies

It is not always easy to distinguish schools programmes designed "general studies" from many of the network programmes that pupils could watch at home in the evening. Most schools programmes, like many adult educational programmes, have a clearly defined function and target audience but series such as Prospect (Radio 4) VHP Fridays (11.40) and General Studies (BBC1, Mondays 11.45 and Fridays 14.35) have a wider brief. There is one difference: most programmes of this type are the most to fire individuals with enthusiasm for a subject, but these schools programmes should stimulate groups to discussion and further inquiry...

Briefings

Radio and tv

Further education and general interest
Holding On (Sunday 22.00, ITV)
A play by Marvyn Jones tracing the gradual disillusionment of an East End docker and the collapse of family traditions.
Vivat Rex (Sunday 21.03, Tuesday 15.05, Radio 4)
This 26-week series tracing the fortunes of the English crown through 200 years from Edward I to Henry VIII continues with Richard Burton as the storyteller. This week deals with the reign of Edward III (Keith Michell).

For schools

Maths Workshop 2 (Monday 9.30, BBC 1)
Ten to 11-year-olds see some of their own work in "Round-up three". The magazine-type programme features children making a rocket, an animated film on the triangle and experiments on the binary system.
How We Used to Live (Monday 9.57, Thursday 11.39, ITV)
"Black-out" (1939) shows eight to 12-year-olds what it was like at the beginning of the Second World War. A new family has moved in to 13 Sutton Street, but should they send their children to a school nearby?
Merry-Go-Round (Monday 10.00, Thursday 9.41, BBC 1)
Saved to nine-year-olds go "Look-look for Vikings". This week children learn what it was like to live under the threat of Viking invasion. Subsequent programmes include the exploits of King Alfred and a dramatization of The Raven and the Cross.

Design for living

Michael Clarke

About Design. By Ken Baynes. Heinemann Educational. £6.90, 435 58063 S. £3.65, 69064 7.
What they achieved was a functionalist style. Function can't be detached from the other innumerable factors relating to economy, materials and technique. Economy itself is not only a question of finance but of time and effort by the amount of risk involved. Moral and aesthetic decisions must be made; the designer is socially responsible.

Common or garden wonders

Michael Church

Other rather better things were also unveiled by the BBC this week, notably Hens and Tails, a first-rate series about British animals and birds for very young children. The commentary, with songs, is charmingly direct and informative. The film itself, much of it shot by the Bristol Natural History Unit, dwells raptorially on common or garden wonders.
Take Hart stars Tony Hart, the hero of Vision On, who demonstrates the dazzling effects which can be obtained through the application of simple scientific notions to commonplace materials. He approaches the facile (in both good and bad senses of the word) end and will undoubtedly stimulate children.
The Flumps - six round, furry creatures - are introduced to complement the under-five own sitcom series. Words, music and scenery are all agreeably zany; the Flumps themselves grand firmly in that still-prevalent tradition which styles themselves "richness and variety out of existence."

Realistic approaches

Graham Wade at the first Grierson Day

John Grierson pioneered the documentary film movement during the inter-war years in Britain, and his work was recently commemorated at the first Grierson Day, held in the National Film Theatre, London. Organised by the newly formed Grierson Memorial Trust, the activities are designed to stimulate interest in good quality short and documentary films and to raise money to make them.
The day began with a brief filmstrip of Grierson speaking in 1959 of the harsh difficulties he and his colleagues had confronted in their attempts to gain acceptance for their new type of film-making. This session, "The Magic of the Cinema", was aimed primarily at children, with the accent on the practical aspect of film production.
Kevin Brownlow, whose films include It Happened Here and Winston, delivered a lecture on the history and roots of the documentary film. He showed some rare sequences of Abel Gance's Napoleon, made in the mid-1920s, which anticipated the hand-held camera techniques and fast cutting devices of many modern films.
Three students from the National Film School provided some constructive insights into animation methods with illustrations from their own completed work, and the session concluded with a showing of part of White Rock, a documentary feature about the Winter Olympics. This contains a split-screen sequence of how a ski-jumper sees his leap through mid-air, which was achieved by attaching two lightweight cameras, originally developed for spacecraft, to each of his ski-boots.
The afternoon programme on the theme of "Film and Social Responsibility" (including television) was mainly concerned with the relationship between broadcasting and education. Professor Jim Halloran, from the Centre of Mass Communication Research, Leicester University, began by attacking the over-concentration of much previous research on the relationship between the media and violence, juvenile delinquency and anti-social behaviour. He felt it would be more useful to focus attention on the underlying causes of violence that dwell on the superficial signs of conflict in society.
Professor Halloran criticized the British media for their treatment of race questions which he held they had consistently presented in terms

Competitors

A competition for a 10,000-word essay is being organized by the BBC, the Polytechnic of Central London and the Adult Literacy Support Services Fund in connexion with the BBC adult literacy project.
Students of marketing can win £150 for ideas on selling books to people who cannot read. Individual or group entries can be submitted.
For a detailed brief and application form, write to Don Alder, senior course tutor in marketing, Polytechnic of Central London, 309 Regent Street, London, W1.
A prize of £200 is also being offered for an original Cantata by 19th and 20th century composers. The BBC radio programme which introduces music to the seven to nine age group. Any entry over 18 can enter and competition should provide the words and the music for their choral conditions, which must not last longer than 19 minutes. The closing date for entries is March 20. Write to Tina and Tony Contino, Competition, BBC, London, W1.